

## DOCUMENT RESUME

ED 462 427

TM 033 691

AUTHOR Strauss, J. P., Comp.; van der Linde, H. J., Comp.; Plekker, S. J., Comp.

TITLE Education and Manpower Development, 2000. No. 20.

INSTITUTION University of the Orange Free State, Bloemfontein (South Africa).

ISBN ISBN-0-86886-647-4

PUB DATE 2001-10-00

NOTE 56p.; Colored graphs and figures may not reproduce adequately. For the prior edition, see ED 455 283.

AVAILABLE FROM Research Institute for Education Planning, Faculty of the Humanities, University of the Orange Free State, P.O. Box 339, Bloemfontein 9300, South Africa. Web site: <http://www.uovs.ac.za/edu/NIOB/default.htm>.

PUB TYPE Numerical/Quantitative Data (110)

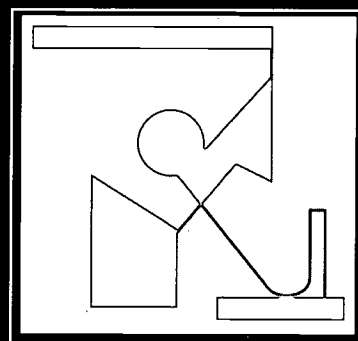
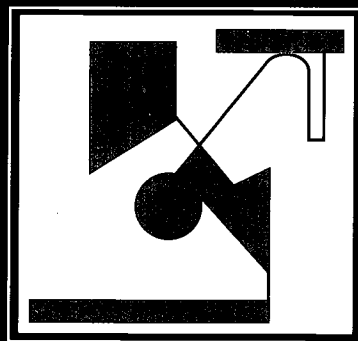
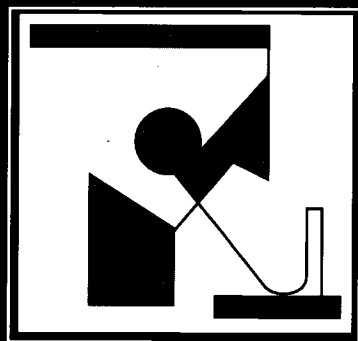
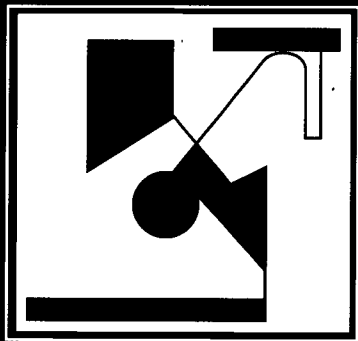
EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Black Students; \*Educational Attainment; Educational Trends; Elementary Secondary Education; \*Enrollment; Ethnic Groups; Foreign Countries; Higher Education; Minority Groups; Sex Differences; Trend Analysis; White Students

IDENTIFIERS \*South Africa; South Africans

## ABSTRACT

This is the 20th publication in a series that provides an overview of various aspects of education in South Africa. As in the past, the purpose is to give a broad perspective on education in South Africa. Obtaining data remains a concern, as provinces still experience difficulties collecting and capturing data. Data show that the total number of learners in the system has decreased by 6%, a result of the entrance age policy of the government, fewer grade 12 failures returning to school, and possibly health-related reasons. The majority of learners in the educational system are still female. Of great concern is the number of under-qualified teachers, and addressing this need must be a priority with the national and provincial education departments. The matric (matriculation examination) results were better in 2000, and the national pass rate for the first time approached that of 1994 at 58%. The publication includes an overview of university and technikon (technical school) staff along with student enrollment data. Learner enrollment projections are made up to the year 2010. No official figure is available for HIV/AIDS cases, so this important variable is not included in projections. The final graph compares the results of grade 12 students at the end of 2000 with United Nations Monitoring of Learners' Achievement (MLA) and the Third International Mathematics and Science Study results. Data are supplied for nine provinces and, in some cases, additional divisions and the country as a whole. Data include the number of teachers and their qualifications, student enrollment for each province by grade and gender, matric test results by subject and province, and province, university, and technical school enrollment, and achievement data. (Contains 14 figures.) (SLD)



# EDUCATION AND MANPOWER DEVELOPMENT

Research Institute for Education Planning, Faculty of the Humanities

20

2000

Strauss  
Van der Linde  
Plekker

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL HAS  
BEEN GRANTED BY

J.P. Strauss

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

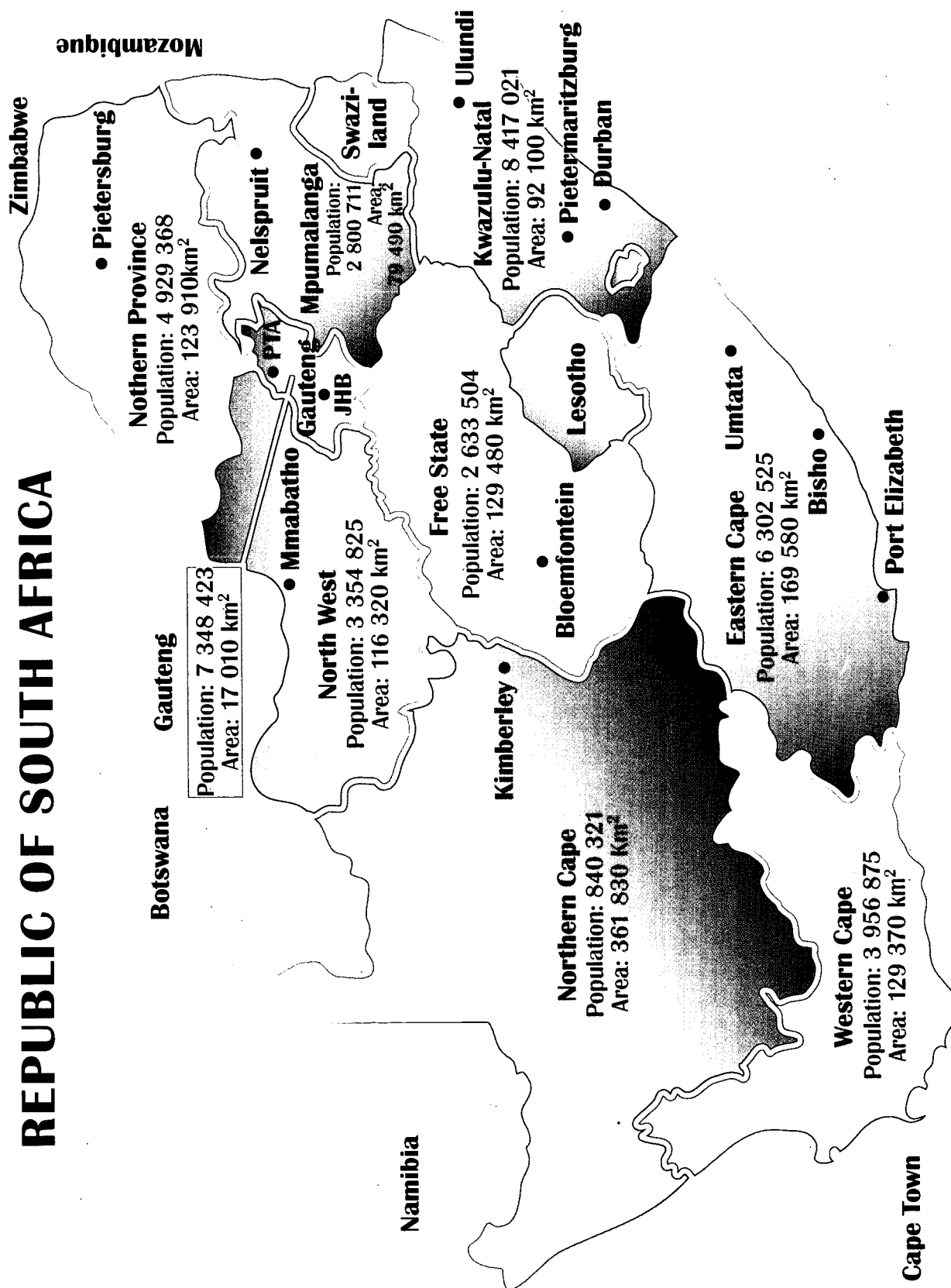
1

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

# REPUBLIC OF SOUTH AFRICA



# Education and Manpower Development

2000, No 20

Compiled by: JP Strauss  
HJ van der Linde  
SJ Plekker

Research Institute for Education Planning  
Faculty of the Humanities  
University of the Free State  
PO Box 339  
BLOEMFONTEIN  
9300

Telephone: (051) 401 2856  
Fax: (051) 447 4939  
Web site: <http://www.uovs.ac.za/faculties/humanities/NI0B/default.htm>

October 2001

ISBN: 0-86886-647-4

The information contained in this publication may only be reproduced in part or in whole, on condition that acknowledgement is given to the compilers.

The points of view expressed in this publication are those of the compilers and do not necessarily represent those of the University of the Free State.

## PREFACE

This 20th edition in the series Education and Manpower Development gives an overview of education in South Africa in the year 2000. As in the past the purpose is to give a broad perspective on education not only to point out areas of concern to all interested in education but also to try and motivate them to participate and personally contribute towards a better education for all in our country.

The obtaining of data is still a matter of concern as provinces still experience numerous problems in the collection and capturing of data. Detailed information on important indicators like race, repeaters and dropouts are very difficult to come by.

The total number of learners in the system decreased by 6% being the result of the entrance age policy of the government, fewer Grade 12 failures from 1999 returning to school and possibly health related reasons. The majority of learners in the system are still female.

Of great concern is the large number of un- or under qualified teachers. While management skills are needed and large numbers of teachers enroll for such courses at higher education institutions to upgrade their qualification there is an urgent need for improving subject and didactic knowledge. Learner performance is correlated to the quality of teaching which could only be of an acceptable standard if teachers are knowledgeable about the learning areas and techniques of teaching. Addressing this

need must be a priority with the national as well as provincial education departments. The matric results were much better in 2000 and the national pass rate is for the first time near to the 1994 level of 58%. The number of exemptions is still low and too many learners are not entering higher education.

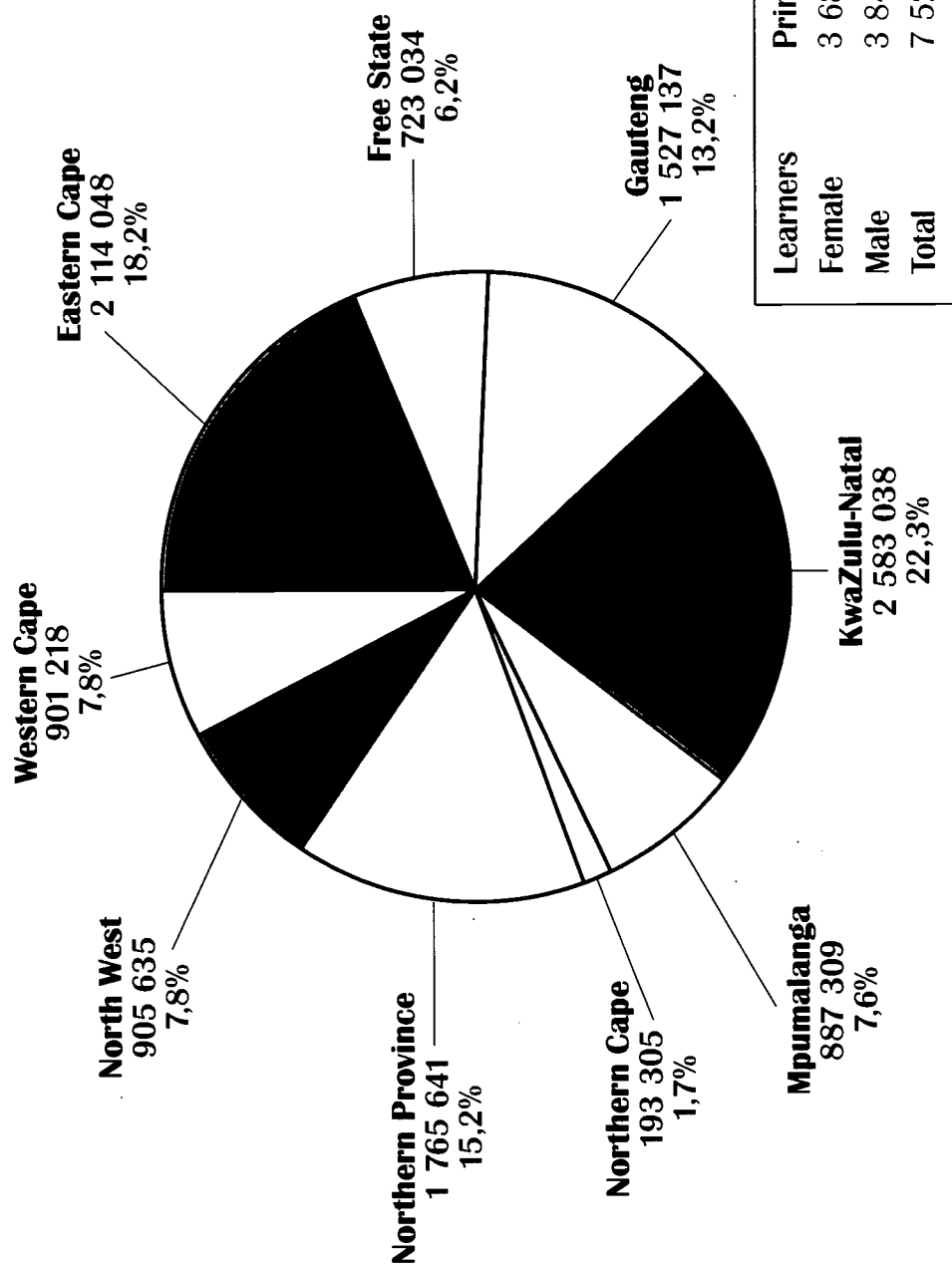
Interesting data on Grade 12 subjects are also given and the publication includes an overview of university and technikon staff and student enrollment data.

Learner enrollment projections are made up to the year 2010. As no official figure for HIV/AIDS is available to include in learner and teacher projections the effect of this important variable is not accounted for.

The final graph compares the results of Grade 12 students at the end of 2000 with the MLA and TIMSS-R results for 1999 clearly illustrating the need for quality teaching at foundation and intermediate phase levels and the need for teacher upgrading.

HJ VAN DER LINDE  
DIRECTOR: RIEP

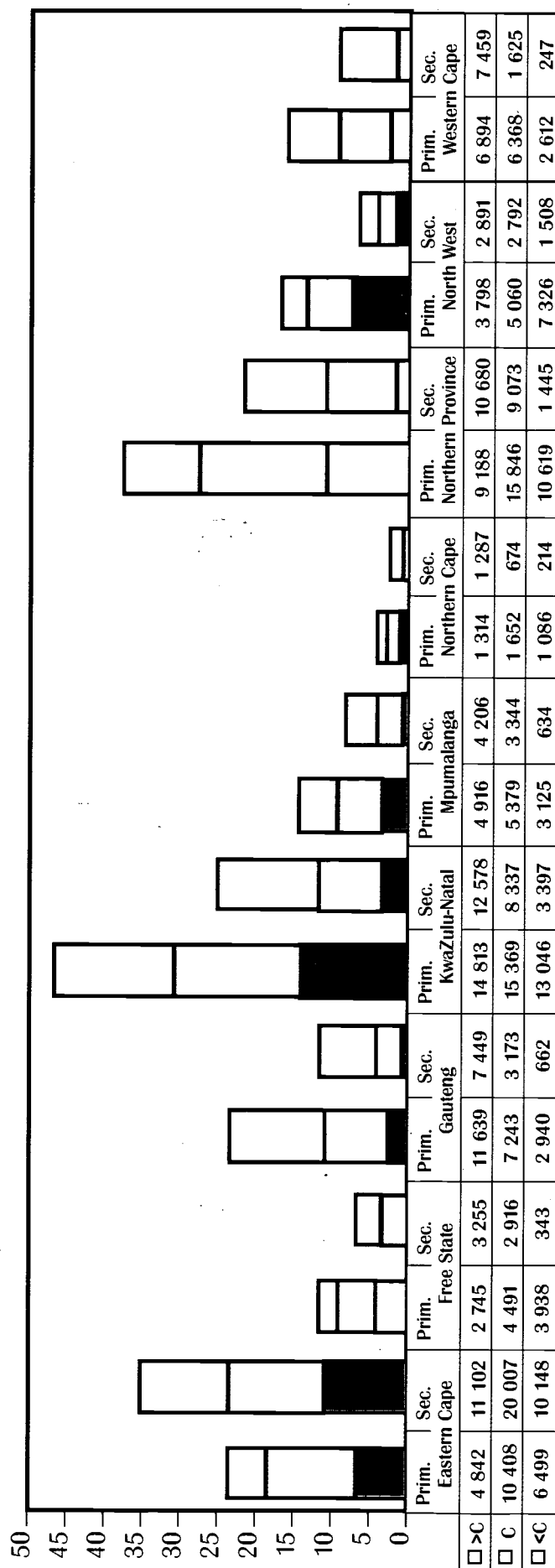
**Fig. 1: Learners according to province, 2000**



Learners	Primary	Secondary	Total
Female	3 683 321	2 156 872	5 840 193
Male	3 844 574	1 915 598	5 760 172
Total	7 527 895	4 072 470	11 600 365

KwaZulu-Natal has the largest number of learners, nearly a quarter of the total number of learners in South Africa. More than 50% of all learners came from the three largest education departments. The total number of learners during 2000 was less than the 1999 total of 12 313 899. Although there were fewer girls than boys in the primary school, the majority of the learners in the secondary school was girls.

**Fig. 2: Number of educators according to qualifications and school level, 2000**

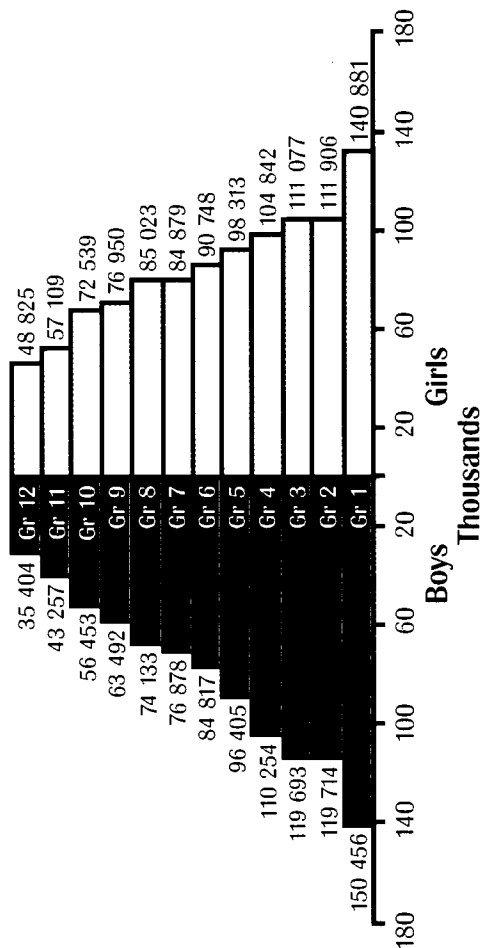


Educator Qualification in %	Eastern Cape			Free State			Gauteng			KwaZulu-Natal			Mpumalanga			Northern Cape			Northern Province			North West			Western Cape		
	Prim	Sec	Comb	Prim	Sec	Comb	Prim	Sec	Comb	Prim	Sec	Comb	Prim	Sec	Comb	Prim	Sec	Comb	Prim	Sec	Comb	Prim	Sec	Comb	Prim	Sec	Comb
<C	29,9	24,6	21,8	35,2	5,3	26,7	13,5	5,9	11,1	30,2	14	21,2	23,3	7,7	21,2	26,8	9,8	24,6	29,8	6,8	6,7	45,3	21	36	16,5	2,6	5,4
C	47,9	48,5	49,4	40,2	44,8	40,4	33,2	28,1	23	35,6	34,3	41,4	40,1	40,9	40,8	40,8	31	50,8	44,4	42,8	30	31,3	38,8	35,1	40,1	17,4	43,5
>C	22,3	26,9	28,8	24,6	50	32,9	53,3	66	65,9	34,3	51,7	37,4	36,6	51,4	38	32,4	59,2	24,6	25,8	50,4	63,3	23,5	40,2	28,9	43,4	79,9	51,1
Learner: Educator ratio	29,8	27,6	34,8	32,3	30,8	32,4	33,6	29,9	23,6	37,2	34,2	30,5	35,9	34,4	31,2	31,9	29,1	29,9	36,1	30,5	28,3	31,2	29,3	28,8	32,8	29	27,1

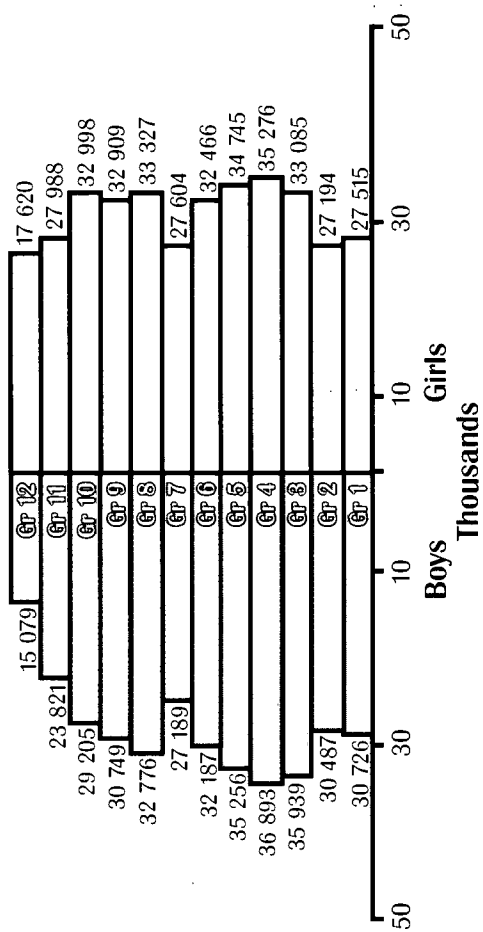
Nationally 76 839 educators (22,4%), have less than three years of teacher training. There seems to be an urgent need especially for subject content training of these and also educators in the other categories.



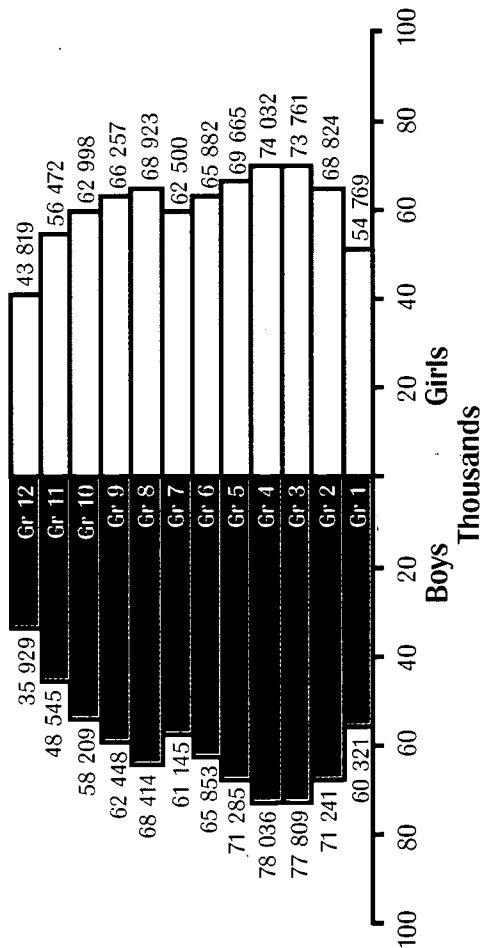
**Fig. 3a: Learner enrolment according to gender in the EASTERN CAPE, 2000**



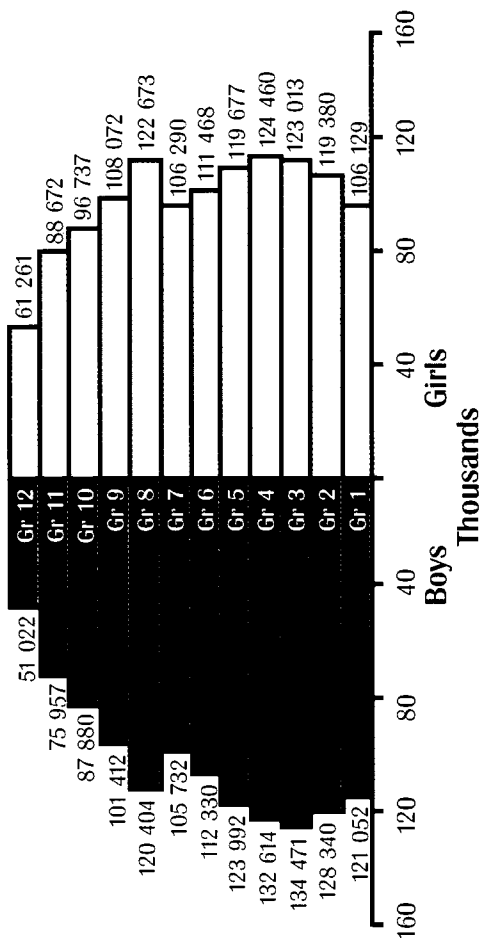
**Fig. 3b: Learner enrolment according to gender in the FREE STATE, 2000**



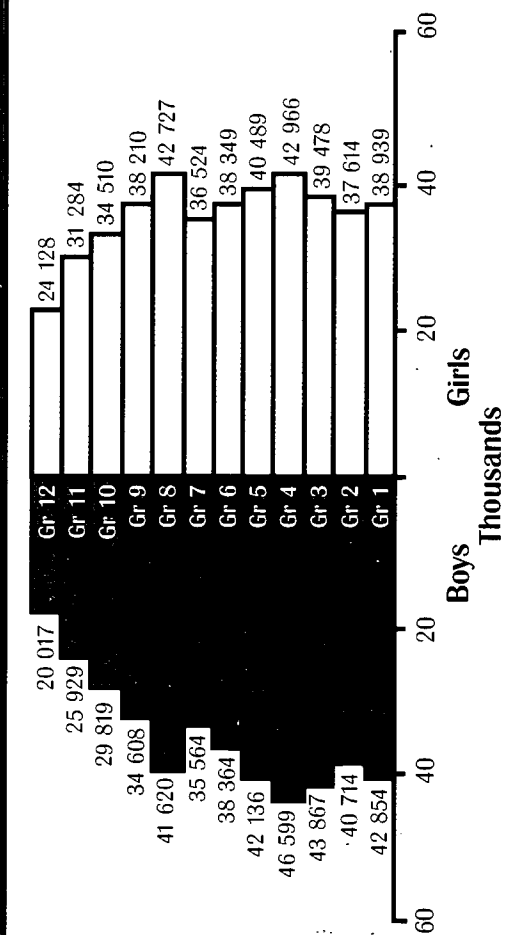
**Fig. 3c: Learner enrolment according to gender in GAUTENG, 2000**



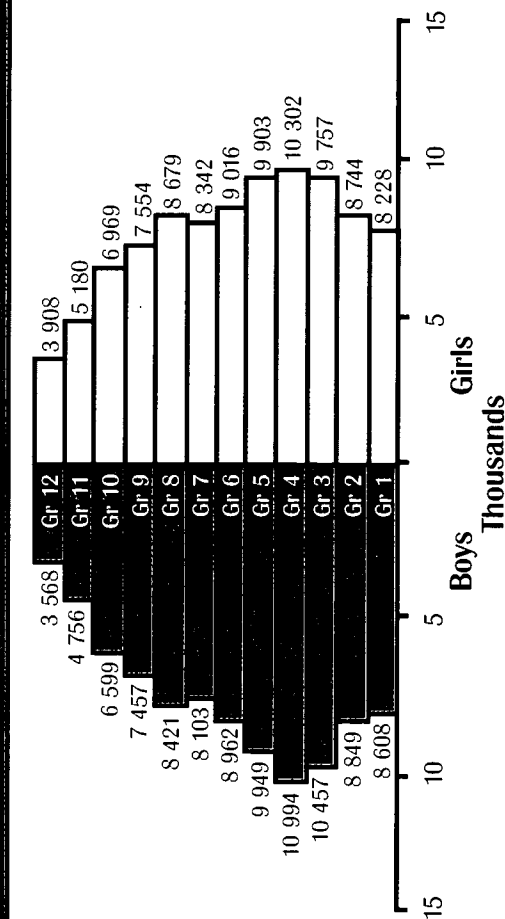
**Fig. 3d: Learner enrolment according to gender in KWAZULU-NATAL, 2000**



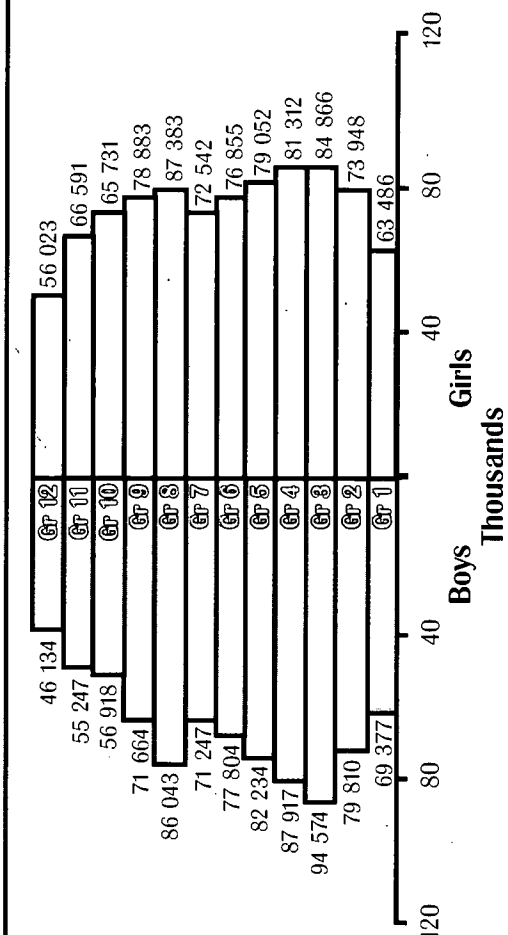
**Fig. 3e: Learner enrolment according to gender in the MPUMALANGA, 2000**



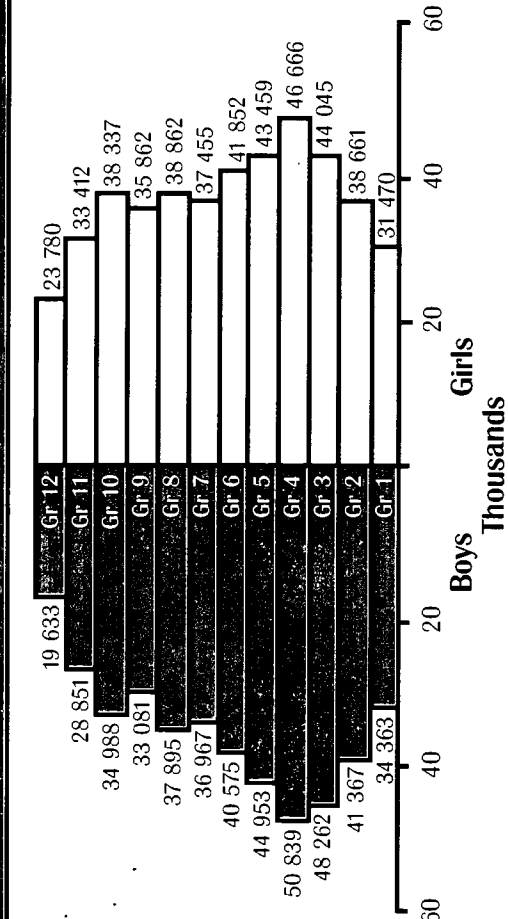
**Fig. 3f: Learner enrolment according to gender in the NORTHERN CAPE, 2000**



**Fig. 3g: Learner enrolment according to gender in the NORTHERN PROVINCE, 2000**

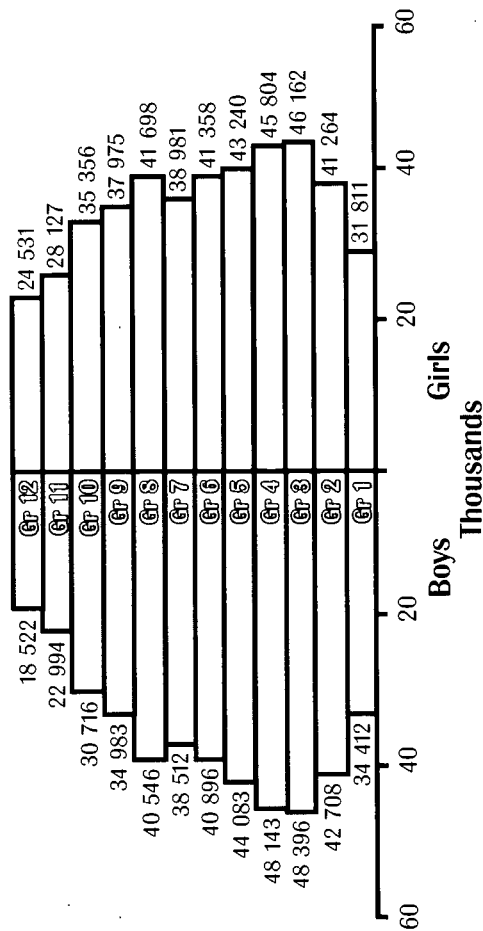


**Fig. 3h: Learner enrolment according to gender in the NORTH WEST, 2000**





**Fig. 3i: Learner enrolment according to gender in the WESTERN CAPE, 2000**

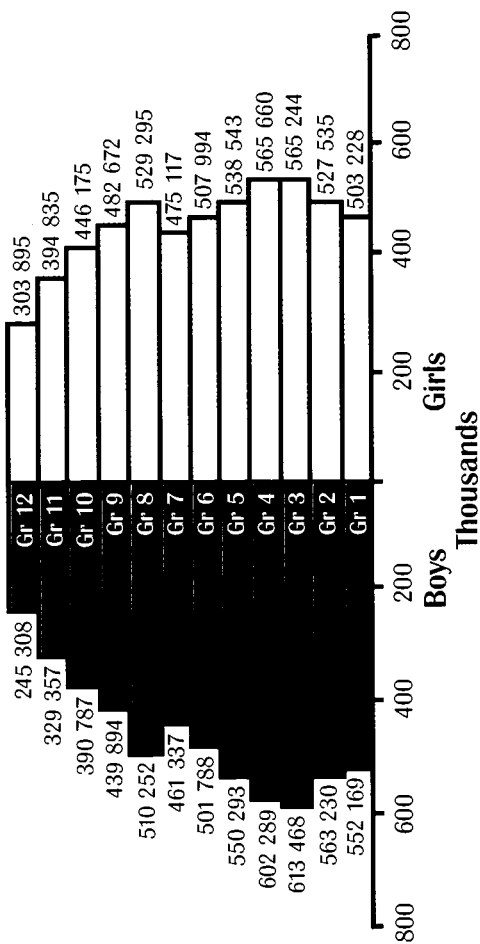


The following comments refer to figures 3a to 3j.

Due to the policy that learners are only admitted to Grade 1 during the year in which they become seven, there was a drop in Grade 1 and 2 enrolment. The Eastern Cape was the only exception.

Grades 3 and 4 are the grades with the largest number of learners in the primary school, while Grade 8 has the largest number of learners in the secondary school. The Eastern Cape is the only province that does not show this tendency. In this province there is a constant decline in the numbers from Grade 1 to 12. The reason for this can be a constant dropout of learners or not enough schools to cater for especially secondary education.

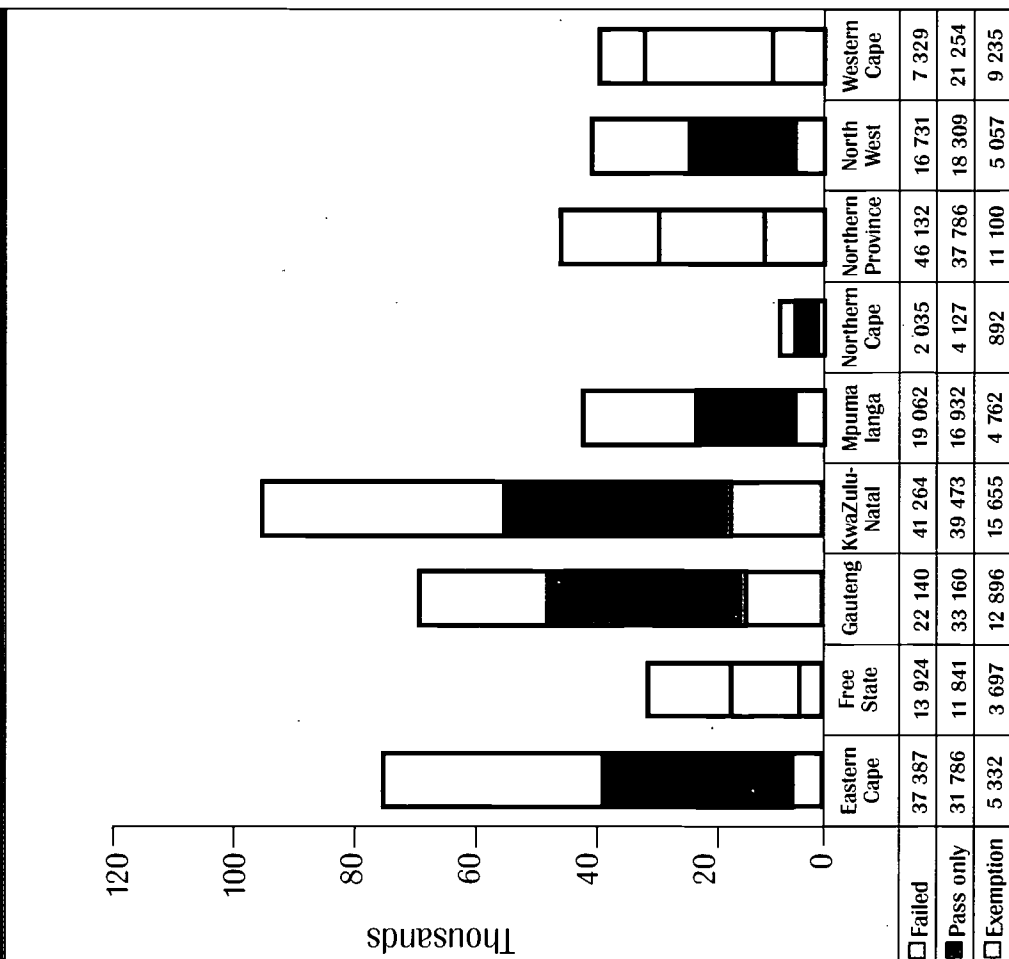
**Fig. 3j: Learner enrolment according to gender in the SOUTH AFRICA, 2000**



During the first four years of school there were more boys than girls. The grades where the girls became the majority differed between provinces. In some provinces this process started at Grade 5 and in others at Grade 6. During 2000 the girls outnumbered the boys by more than 58 000 at grade 12 level.

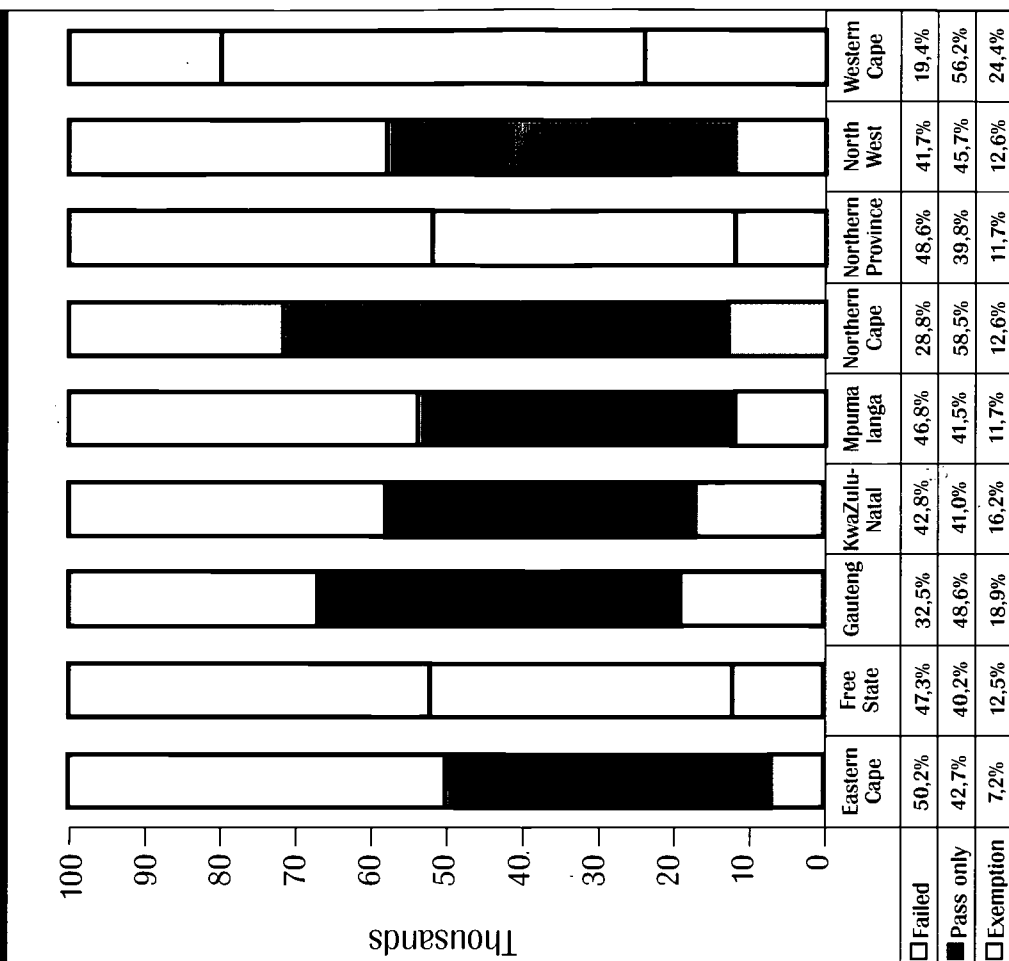
The largest outflow of learners occurred from Grade 11 in 1999 to Grade 12 in 2000 where more than 189 000 learners (25,6% of the Grade 11 learners) dropped out of school. A possible reason for this dropout could be that there was a dramatic fall in the number of repeaters in grade 12, from 62 000 (in 1999) to just over 6 000 in 2000. Other significant dropouts were from grade 8 to grade 9 (120 000 or 11,6%) and from grade 10 to 11 (116 600 or 13,9%) over the same period.

Fig. 4a: Matric results (numbers) per province, 2000



Out of a total number of 489 941 learners who wrote the 2000 matriculation examination, 206 004 learners (42,1%) failed compared to 261 328 (51,1%) in 1999. The total number of passes only for 2000 was 214 668 (43,9%) compared to 186 106 (36,4%) for 1999. The total number of passes with exemption was 68 626 (14,0%) for 2000 compared to 63 725 (12,5%) for 1999.

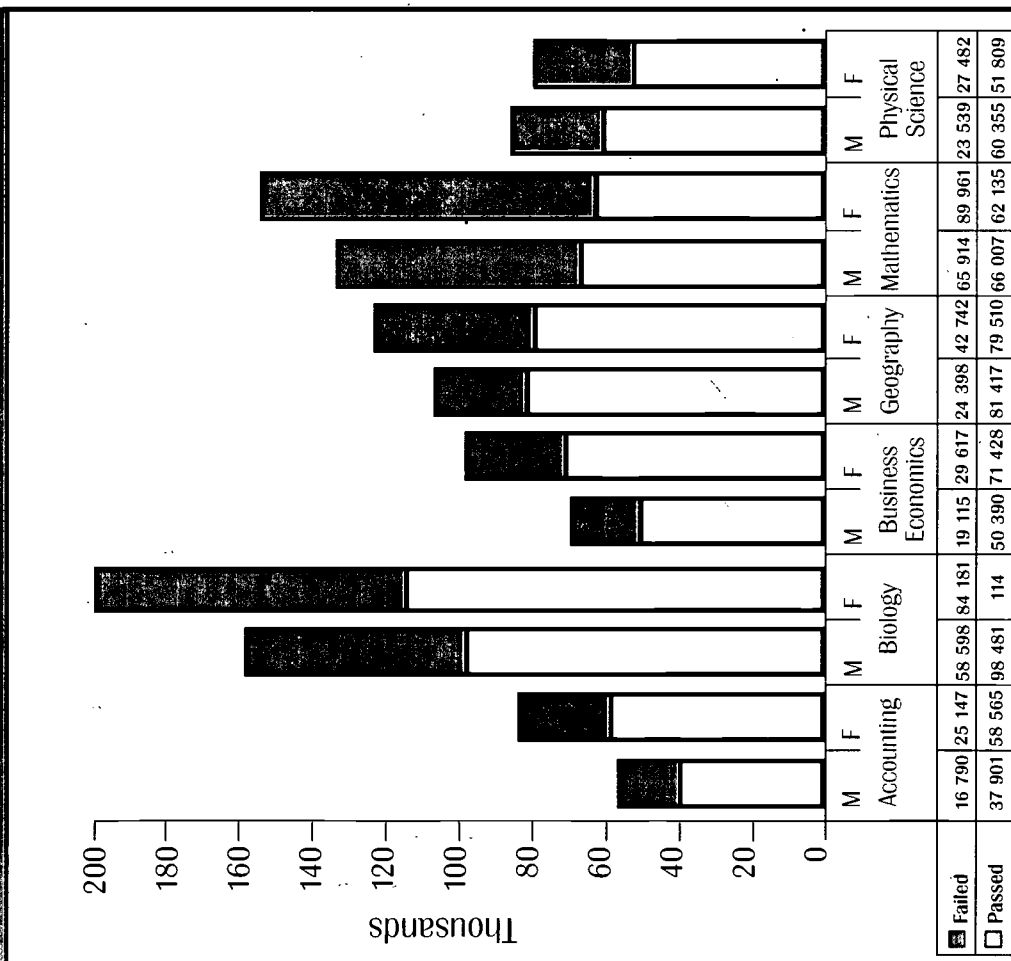
Fig. 4b: Matric pass rate per province, 2000



**Table 1: Grade 12 examination results per province, 1994 – 2000**

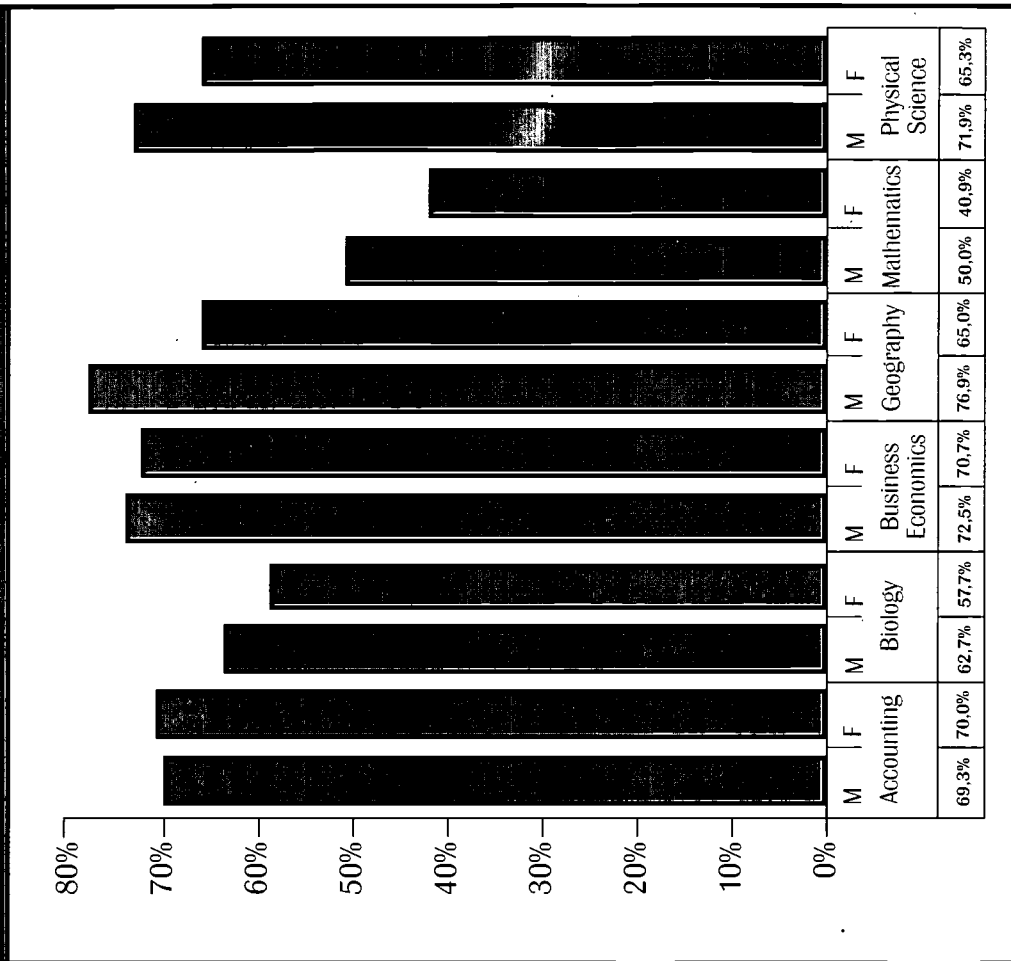
	1994	1995	1996	1997	1998	1999	2000								
Eastern Cape	Wrote	73 728	67 397		79 831	76 851	82 517	74 563							
	Total passes	41 881	56,80%	32 220	47,81%	32 639	49,01%	32 029	40,12%	35 540	46,25%	37 206	45,09%	37 118	49,82%
	Exemption	10 648	14,44%	7 181	10,65%	7 061	10,60%	5 438	6,81%	7 526	9,79%	6 533	7,92%	5 332	7,16%
Free State	Wrote	30 278	33 147	35 526	33 004	40 157	40 777	29 477							
	Total passes	16 888	55,78%	16 467	49,68%	18 153	51,10%	13 909	42,14%	17 059	42,48%	17 699	43,40%	15 538	52,74%
	Exemption	4 536	14,98%	3 893	11,74%	4 208	11,84%	3 584	10,86%	4 296	10,70%	4 338	10,64%	3 697	12,55%
Gauteng	Wrote	75 266	79 215	69 525	71 757	75 910	76 861	68 202							
	Total passes	46 143	61,31%	45 940	57,99%	42 142	60,61%	40 936	57,05%	39 188	51,62%	42 700	55,55%	46 056	67,53%
	Exemption	15 698	20,86%	14 893	18,80%	13 810	19,86%	11 479	16,00%	13 135	17,30%	12 498	16,26%	12 896	18,91%
KwaZulu-Natal	Wrote	75 409	87 053	86 456	103 268	105 449	108 063	96 423							
	Total passes	51 005	67,64%	60 302	69,27%	53 397	61,76%	52 306	50,65%	56 616	53,69%	54 324	50,27%	55 128	57,19%
	Exemption	19 450	25,79%	22 097	25,38%	20 040	23,18%	16 575	16,05%	19 199	18,21%	17 998	16,66%	15 655	16,24%
Mpumalanga	Wrote	40 113	45 479	41 630	38 236	39 091	41 612	41 115							
	Total passes	19 039	47,46%	17 355	38,16%	19 739	47,42%	18 465	48,29%	17 995	46,03%	21 887	52,60%	21 694	53,23%
	Exemption	4 367	10,89%	3 404	7,48%	4 332	10,41%	4 188	10,95%	3 630	9,29%	5 184	12,46%	4 762	11,68%
Northern Cape	Wrote	5 855	6 529	7 007	7 160	7 611	7 429	7 054							
	Total passes	4 551	77,73%	4 863	74,48%	5 194	74,13%	4 603	64,29%	4 855	63,79%	4 858	65,39%	5 019	71,15%
	Exemption	1 235	21,09%	1 138	17,43%	1 225	17,48%	808	11,28%	1 122	14,74%	806	10,85%	892	12,65%
Northern Province	Wrote	129 951	138 816	122 447	104 200	128 559	114 621	95 191							
	Total passes	57 731	44,43%	52 425	37,77%	47 569	38,85%	39 093	37,52%	41 031	31,92%	40 218	35,09%	48 886	51,45%
	Exemption	15 767	12,13%	10 366	7,47%	9 351	7,64%	7 861	7,54%	7 266	5,65%	7 780	6,79%	11 100	11,68%
North West	Wrote	34 984	41 950	46 221	36 819	48 542	42 436	40 098							
	Total passes	24 572	70,24%	27 812	66,30%	32 185	69,63%	19 187	52,11%	24 259	49,98%	23 158	54,57%	23 366	58,27%
	Exemption	8 030	22,95%	7 102	16,93%	7 611	16,47%	4 702	12,77%	5 336	10,99%	5 691	13,41%	5 057	12,61%
Western Cape	Wrote	29 824	31 867	34 830	37 199	37 063	38 546	37 818							
	Total passes	25 533	85,61%	26 358	82,71%	27 940	80,22%	29 303	78,77%	28 252	76,23%	30 438	78,97%	30 489	80,62%
	Exemption	8 766	29,39%	8 747	27,45%	12 130	34,83%	9 090	24,44%	8 617	23,25%	9 028	23,42%	9 235	24,42%
South Africa	Wrote	495 408	531 453	518 225	559 233	552 862	511 474	489 941							
	Total passes	287 343	58,00%	283 742	53,39%	279 487	53,93%	264 795	47,35%	272 488	49,29%	249 831	48,85%	283 294	57,82%
	Exemption	88 497	17,86%	78 821	14,83%	80 015	15,44%	70 127	12,54%	69 856	12,64%	63 725	12,46%	68 626	14,01%

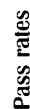
**Fig. 5a: Results of subjects (numbers) according to gender, 2000**



Noticeable is the smaller number of girls taking Physical Science in spite of the fact that they were the majority of matric candidates. Also noteworthy is the lower pass rate of girls in Biology, Geography, Mathematics and Physical Science. Business Economics and Geography recorded the highest pass rates and Mathematics the lowest.

**Fig. 5b: Pass rates according to subject and gender, 2000**

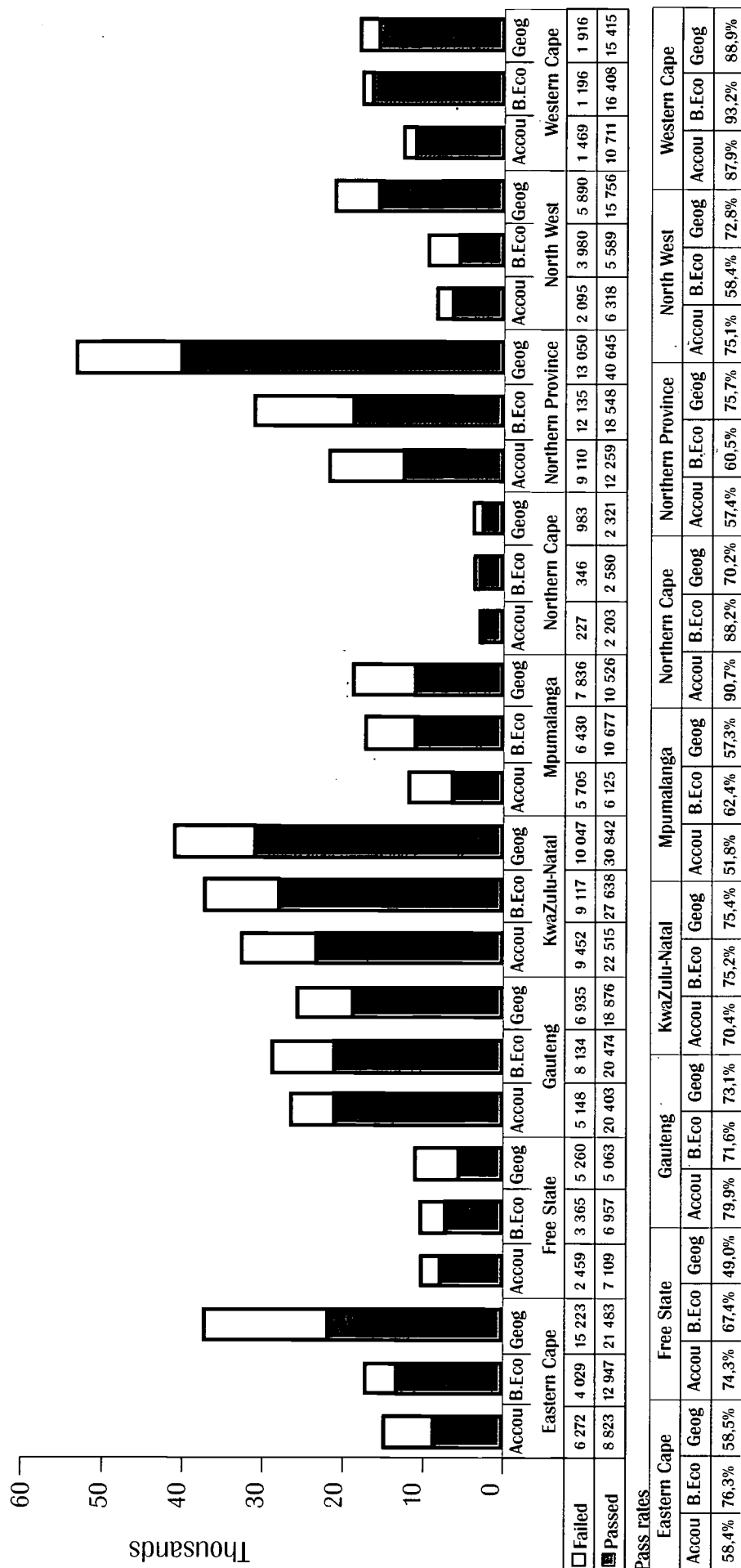




Pass rates																													
Eastern Cape						Free State			Gauteng			KwaZulu-Natal			Mpumalanga			Northern Cape			Northern Province			North West			Western Cape		
Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S
57.9%	48.7%	65.9%	63.9%	41.1%	84.4%	69.7%	56.9%	78.9%	62.0%	46.0%	69.5%	46.1%	36.5%	60.2%	76.8%	69.4%	85.2%	49.8%	25.4%	49.8%	53.1%	41.1%	61.6%	86.9%	65.8%	88.5%			

There are large differences in the pass rates of the different subjects between the provinces. The pass rate for Biology in the provinces ranged from 46% to 87%, while the pass rate for Mathematics ranged from 25% to 69% and Physical Science from 50% to 88%.

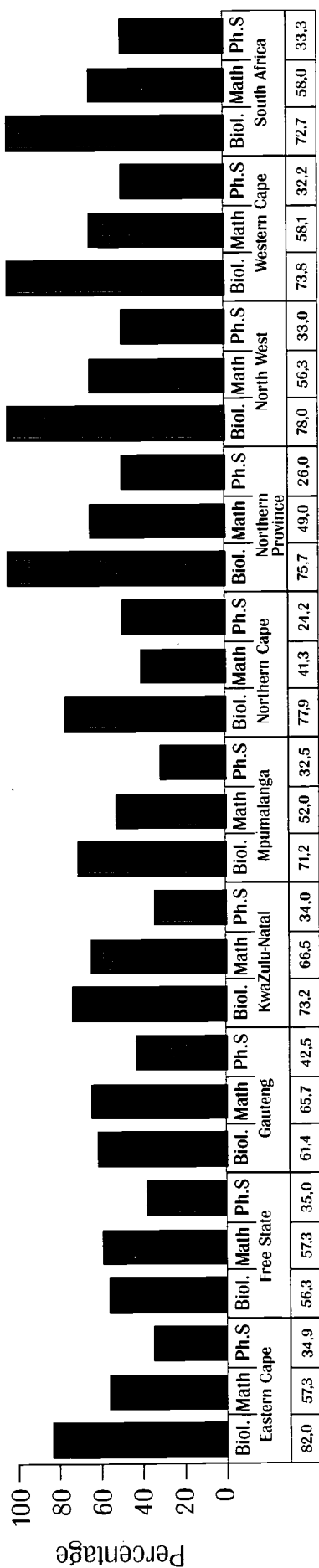
**Fig. 6b: Results for Accounting, Business Economics and Geography in the matriculation examination, 2000**



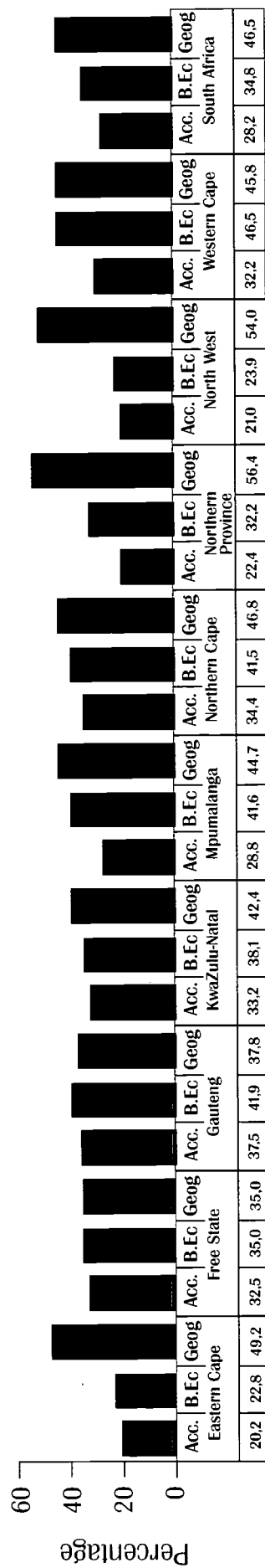
When the results of the different subjects are compared according to the provinces, there is a difference of about 40% from the lowest to the highest results. The results for Accounting ranged from 52% to 90%, Business Economics from 52% to 93% and Geography from 49% to 89%.



**Fig. 7a: Popularity of Biology, Mathematics and Physical Science in the matriculation examination, 2000**

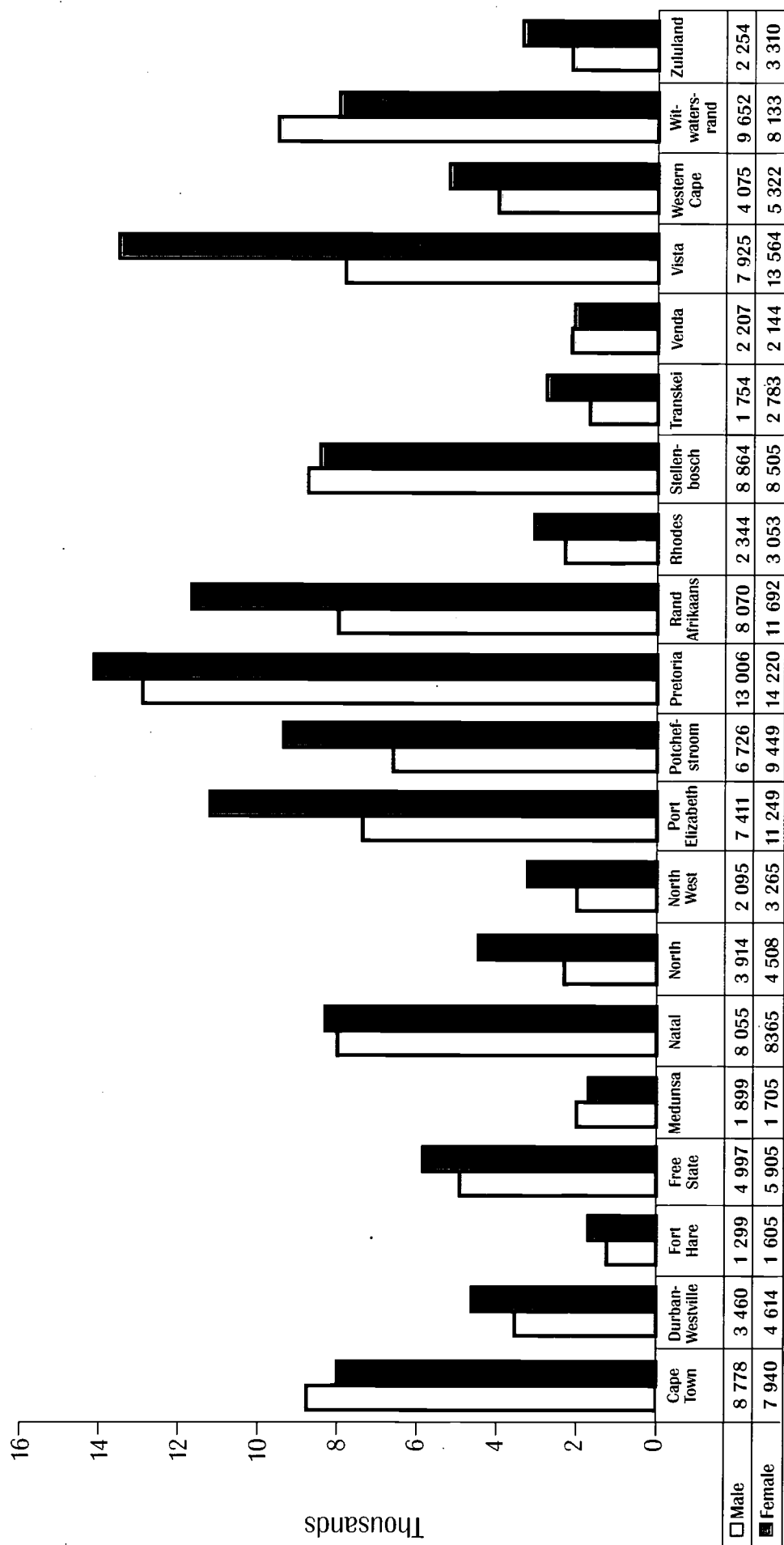


**Fig. 7a: Popularity of Accounting, Business Economics and Geography in the matriculation examination, 2000**



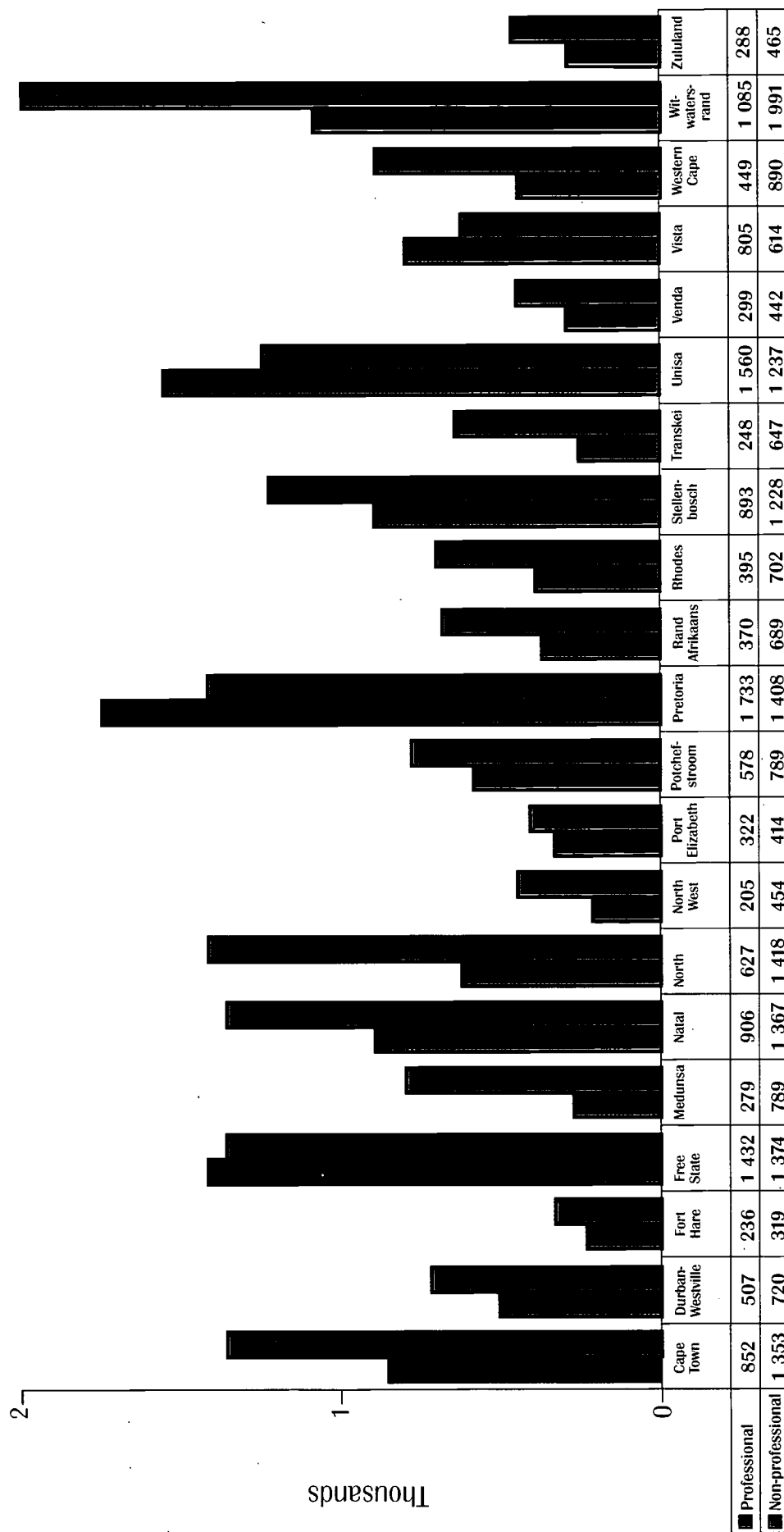
Like in the past there is still a relatively small number of candidates taking Physical Science (Fig. 7a). Although Mathematics is the second most popular subject, it has the lowest pass rate. These subjects are still the main barriers to more learners advancing to higher education and the majority of professions. Like Physical Science, Accounting is taken by a relative modest number of learners (Fig. 7b). The tendency in subject choice with the majority of candidates leans toward the “learning” (memorising) subjects. From the mentioned subjects in these two figures, Biology seems to be the most popular subject taken by learners in Grade 12.

**Fig. 8: Number of students at universities according to gender, 2000**



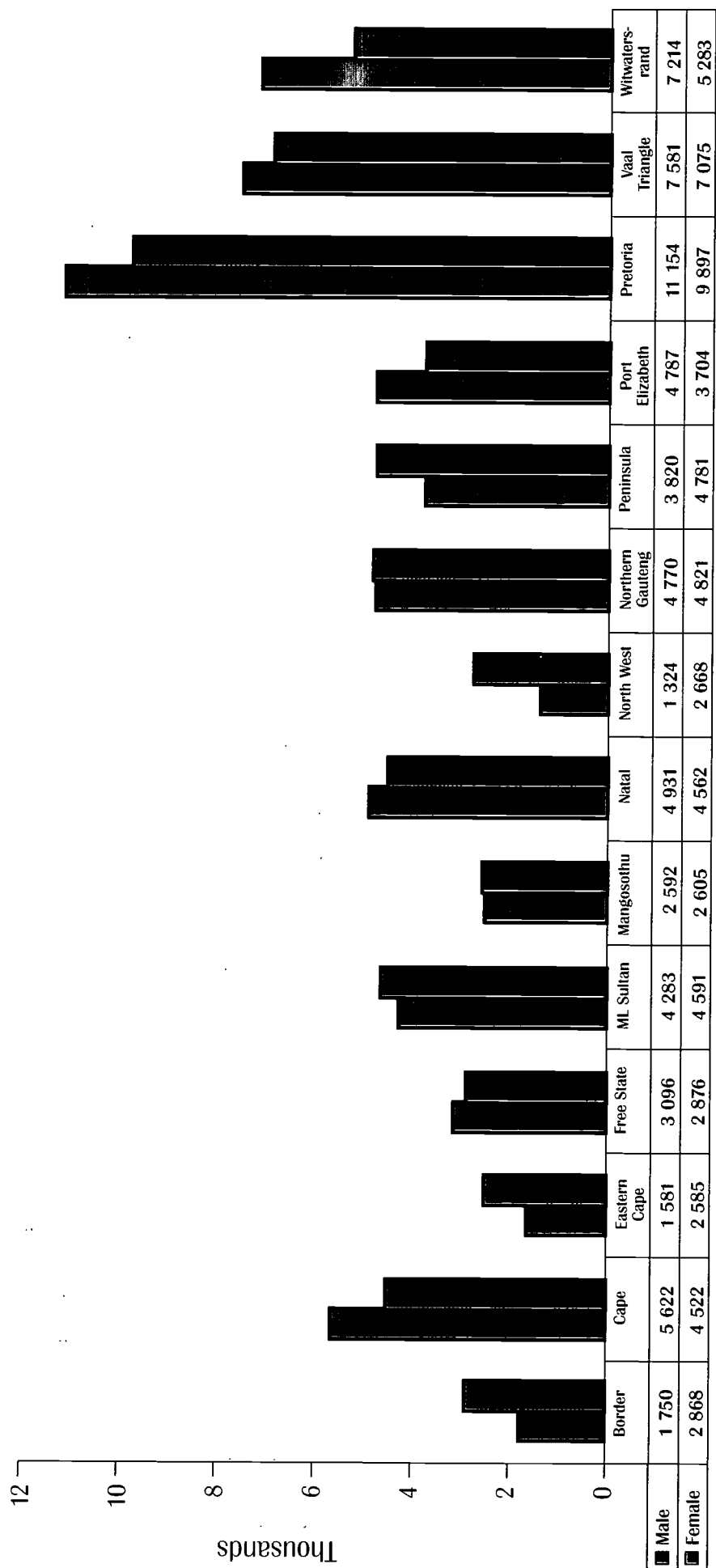
At Unisa (not shown on the figure) there were 94 186 students during 2000 of which 51 457 were female. At 16 universities there were more female than male students. There were approximately 8 700 more female students in total at universities.

**Fig. 9: Personnel at universities, 2000**



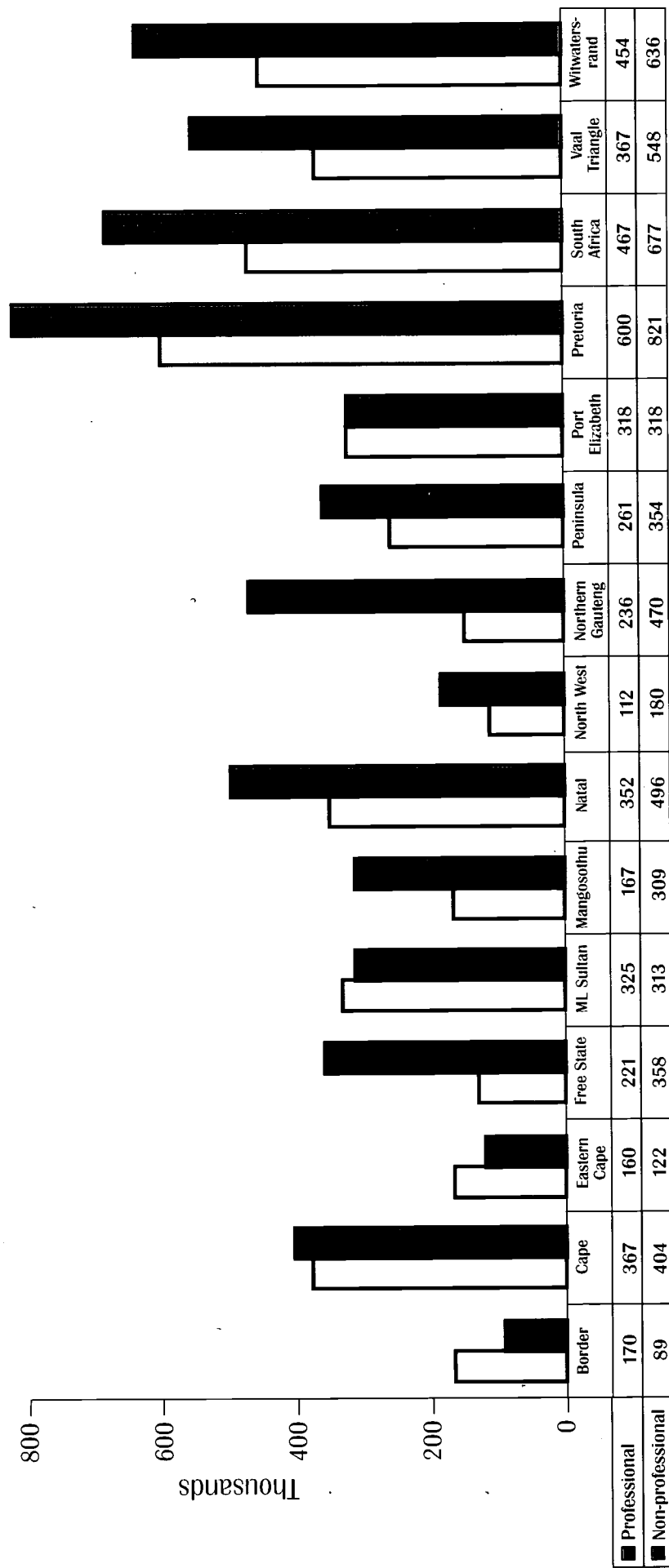
At the majority of the universities there were more non-professional personnel employed. The four universities where more professional staff was employed, have distance education or limited contact sections.

**Fig. 10: Number of students at technikons according to gender, 2000**



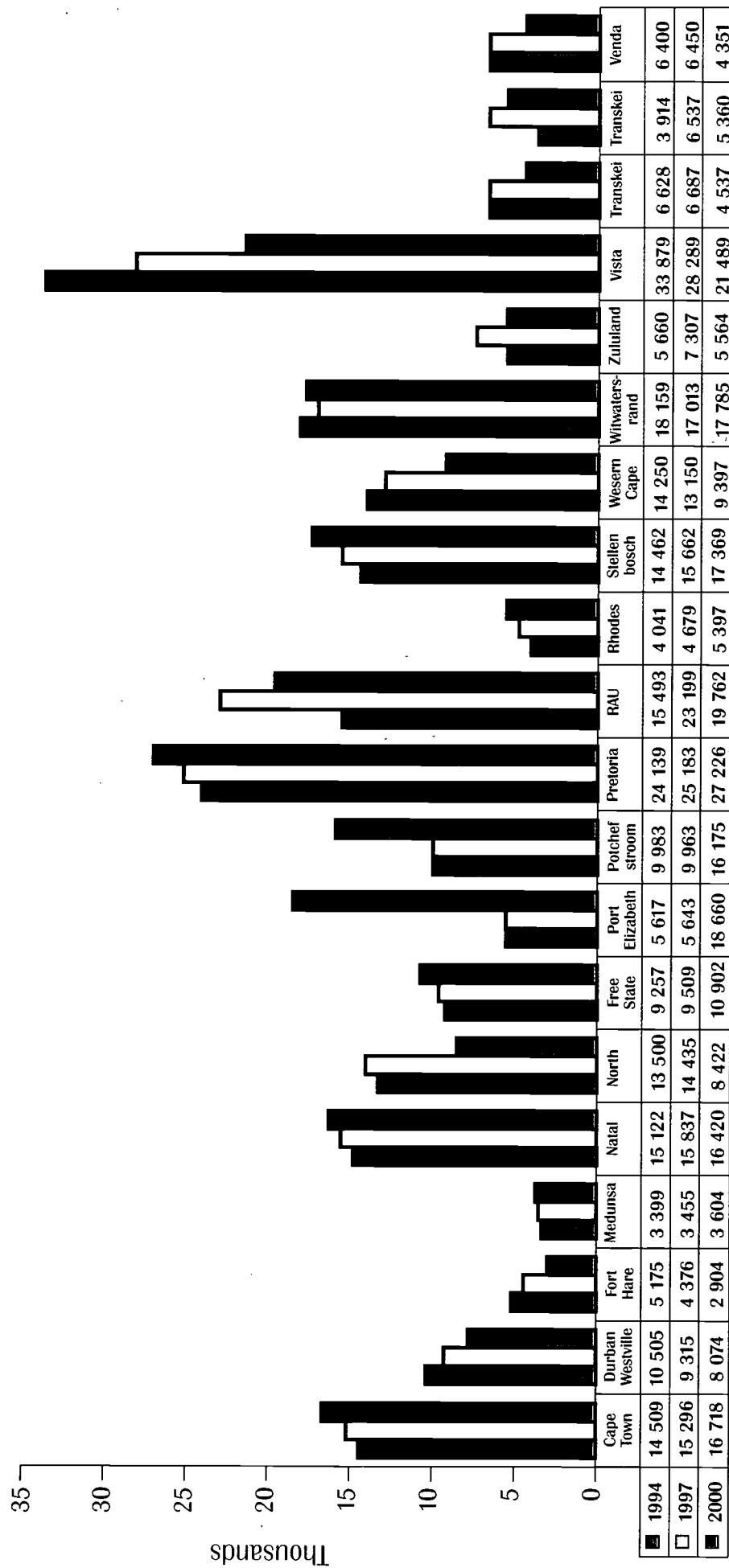
Technikon South Africa had 42 411 students during 2000. The majority of them, namely 24 719, were male students. At eight institutions there were more male students, outnumbering their female counterparts by approximately 9 000.

**Fig. 11: Personnel at technikons , 2000**



Only three institutions had more professional than non-professional staff.

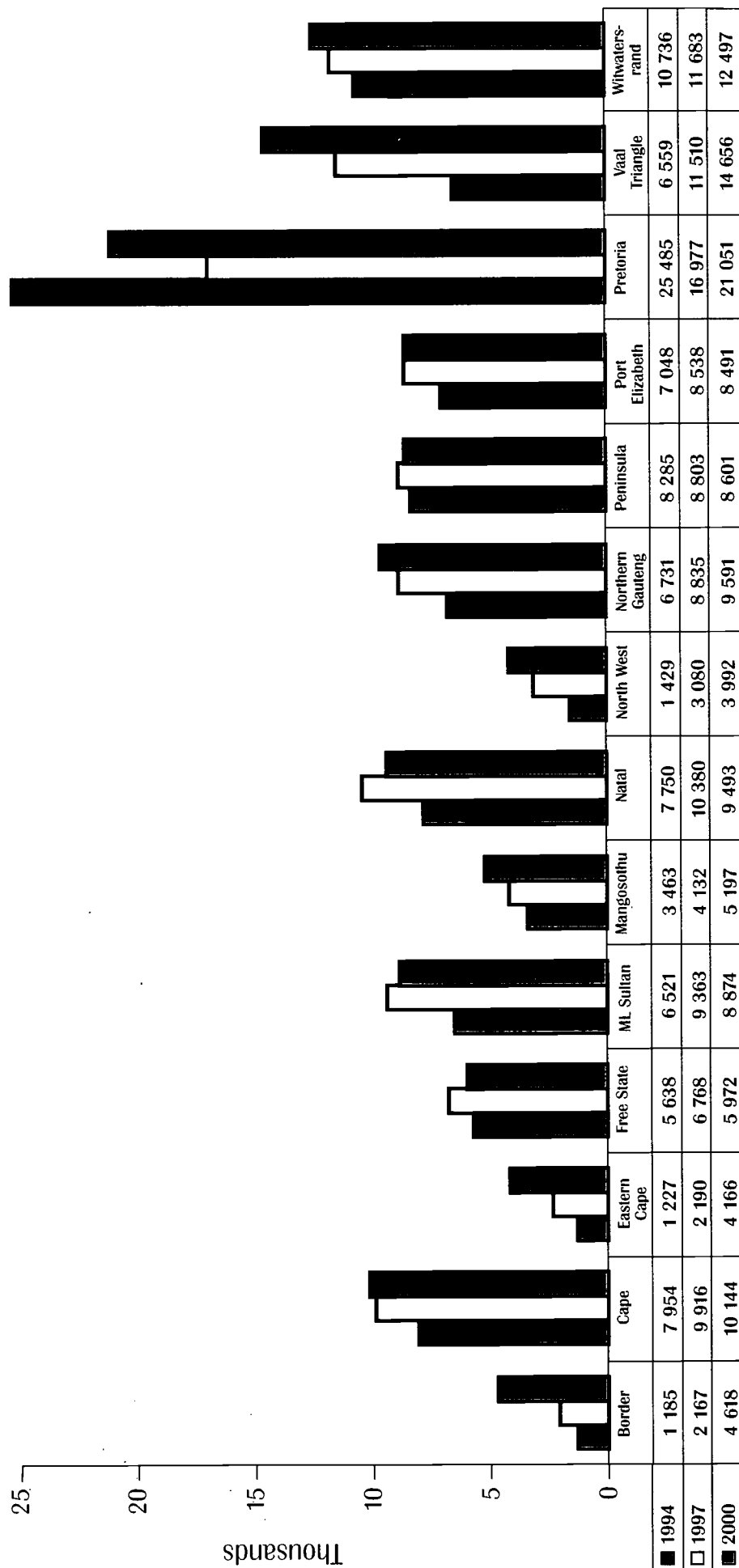
**Fig. 12a: Students at universities 1994, 1997 and 2000**



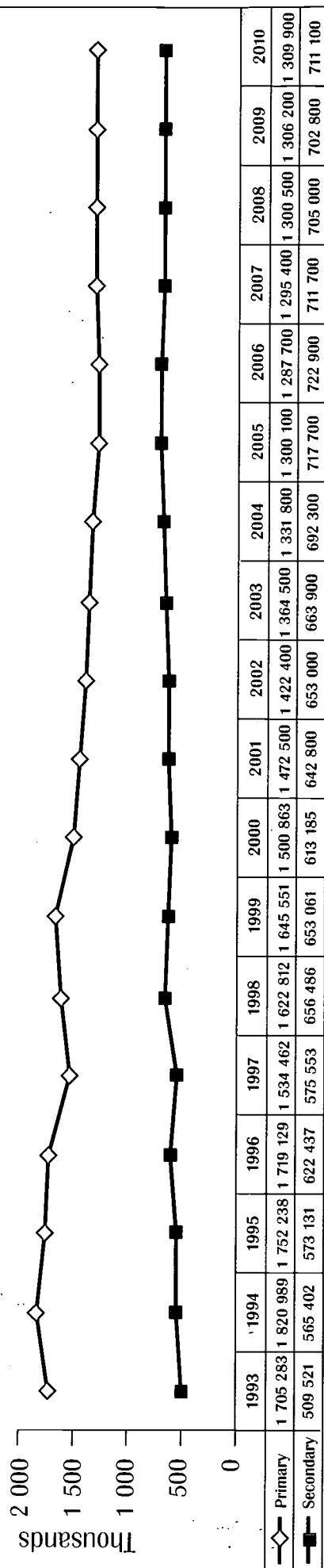
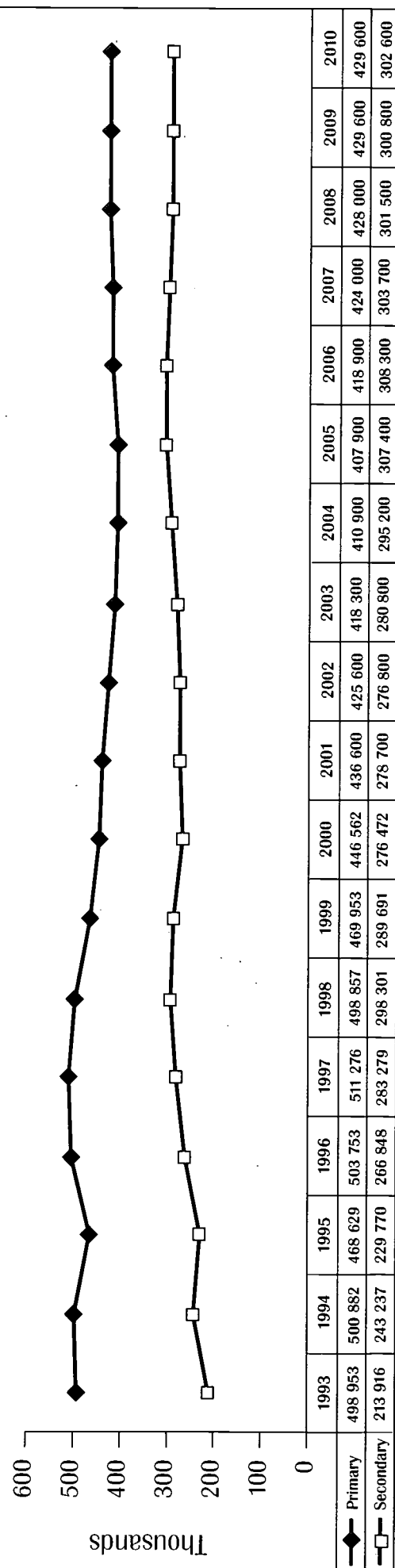
The number of students at Unisa for the corresponding years were 126 158, 126 344 and 94 186. When comparing the total number of students for these three years, there was a high of more than 370 000 students during 1997 at universities declining to a low of approximately 336 000 students in 2000.



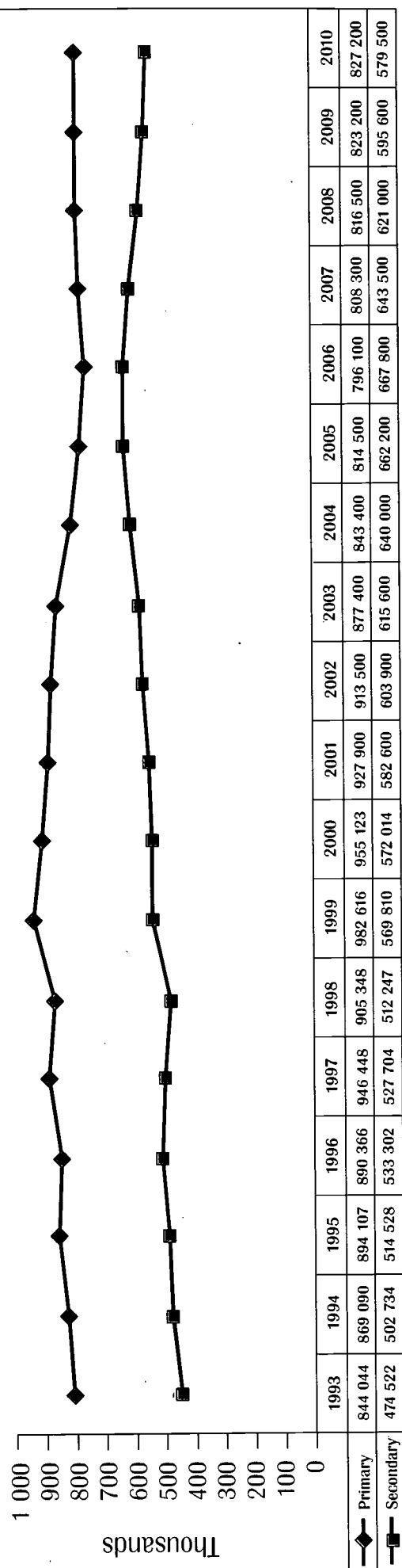
**Fig. 12b: Number of students at technikons 1994, 1997 and 2000**



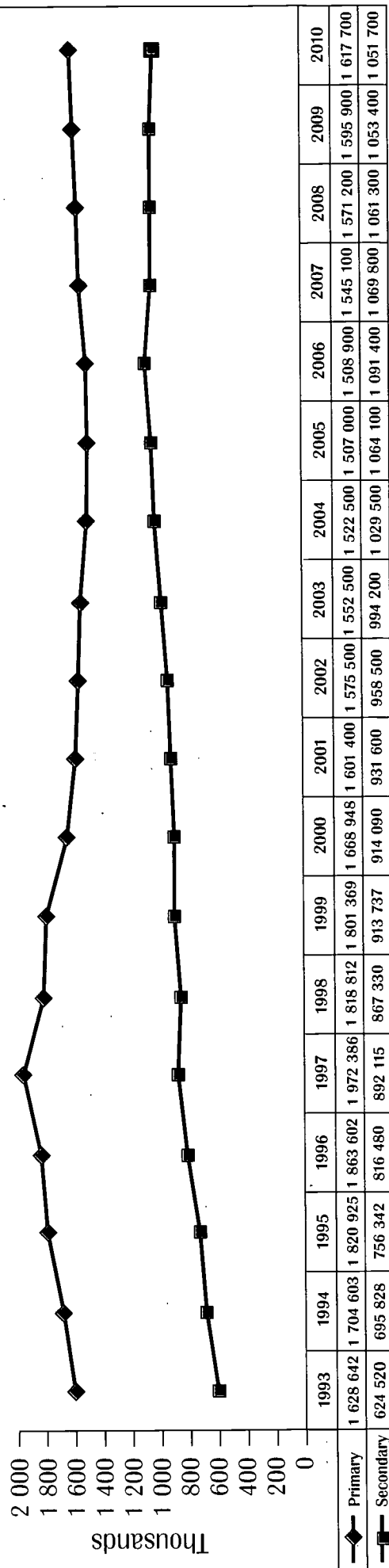
The student enrolment at Technikon South Africa for the corresponding years were 67 874, 80 325 and 42 411. Comparing the student numbers for these three years the highest enrolment of approximately 197 000 occurred during 1997, while the enrolment for the other two years totalled approximately 170 000.

**Fig. 13a: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for the Eastern Cape****Fig. 13b: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for the Free State**

**Fig. 13c: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for Gauteng**



**Fig. 13d: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for KwaZulu-Natal**



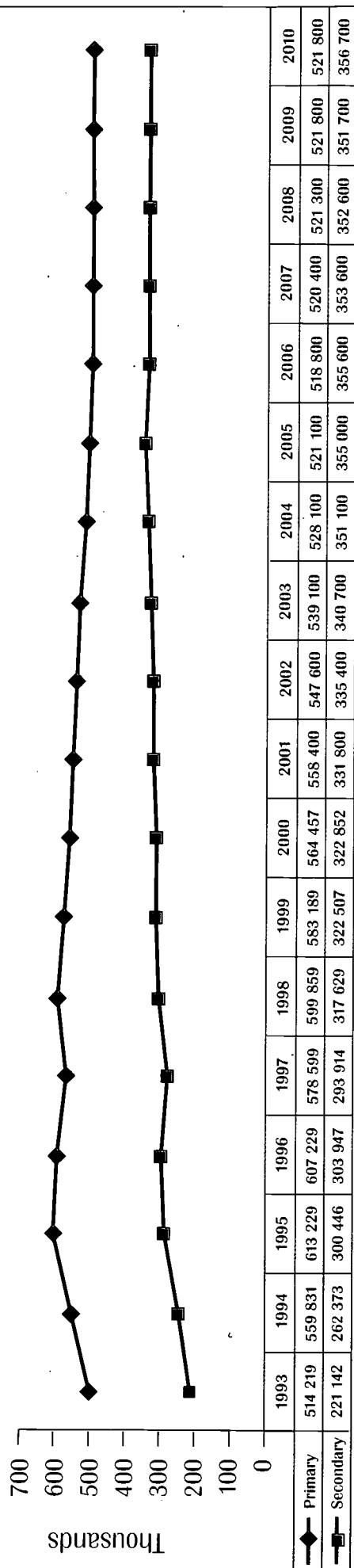
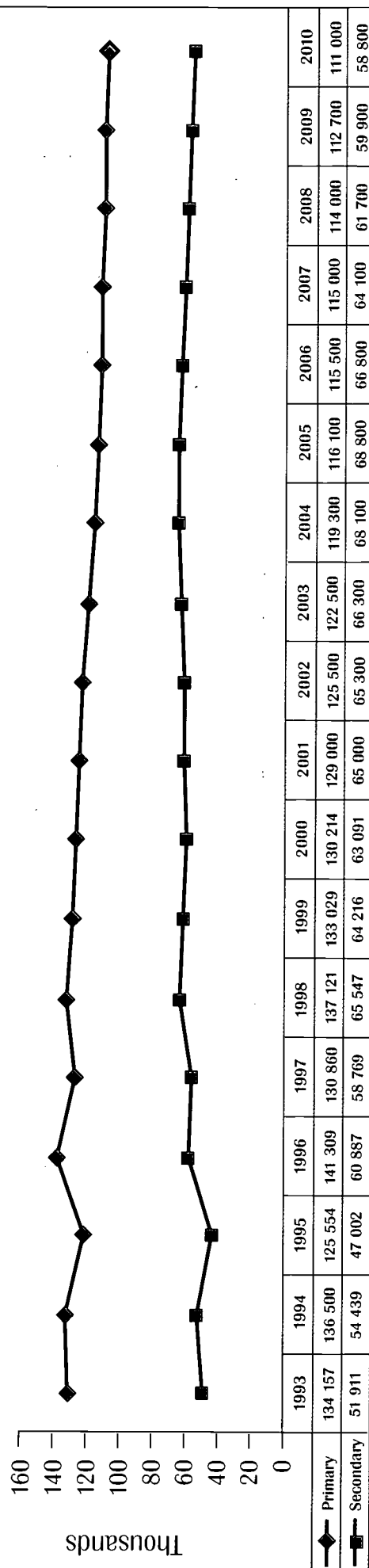
**Fig. 13e: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for Mpumalanga****Fig. 13f: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for the Northern Cape**

Fig. 13g: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for the Northern Province

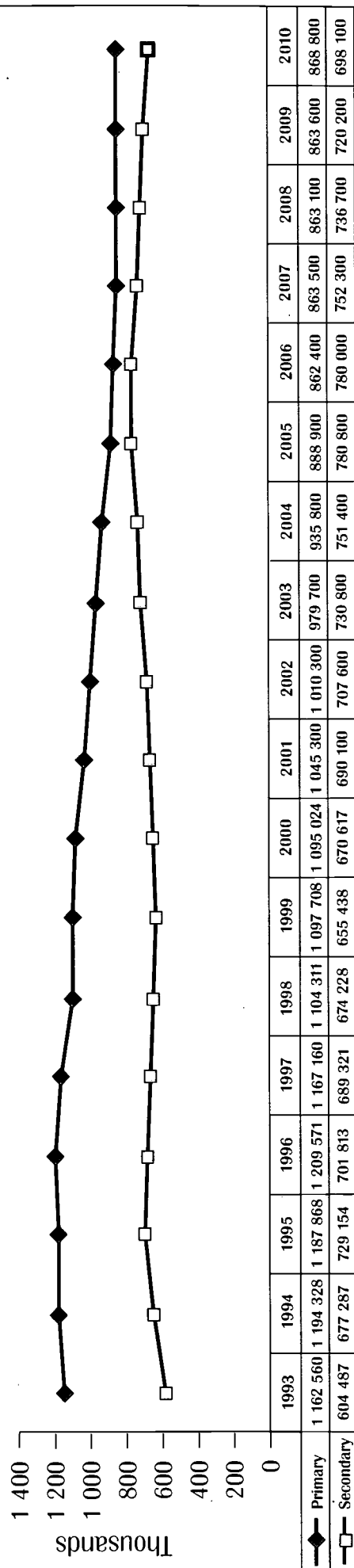


Fig. 13h: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for North West

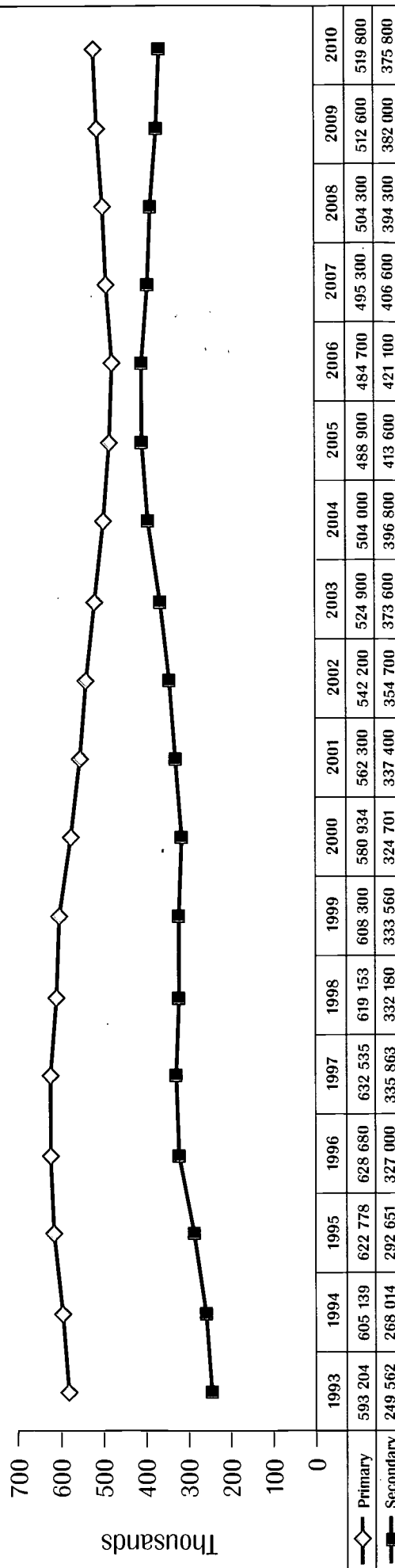


Fig. 13i: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for the Western Cape

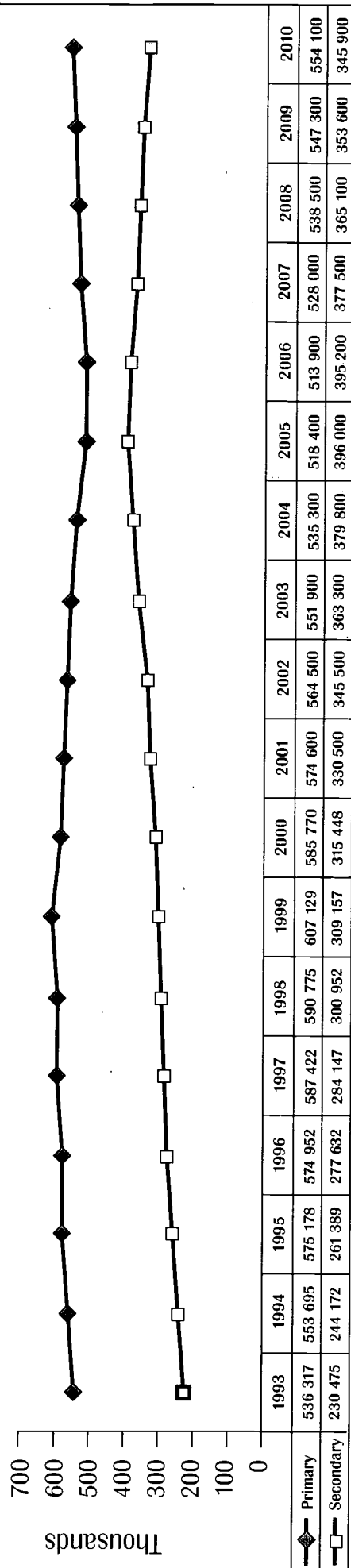
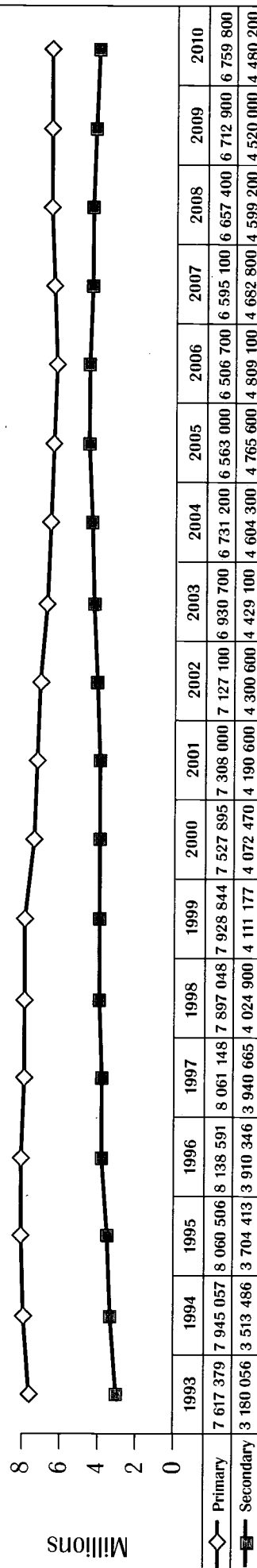


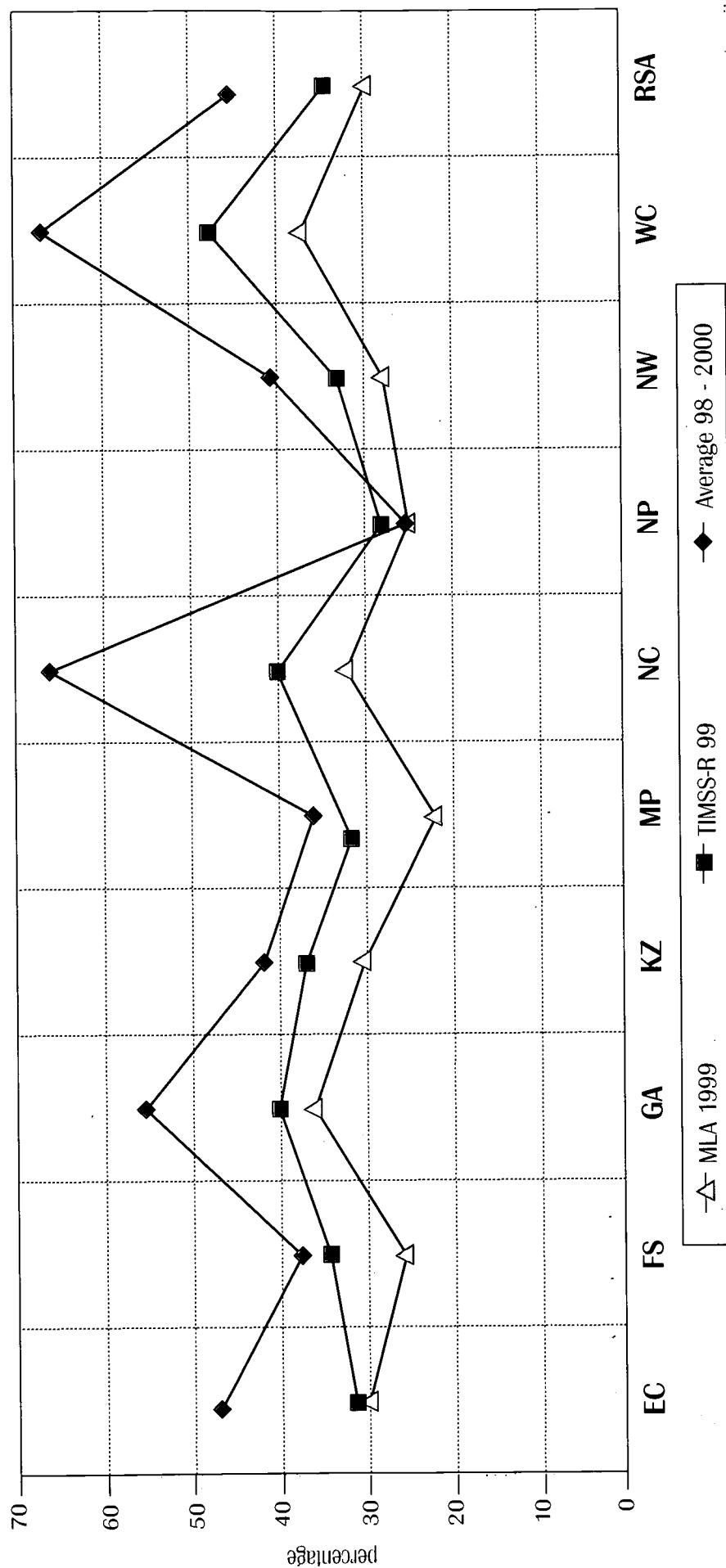
Fig. 13j: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for South Africa



The admission of learners at the age of seven years had a visible effect on the enrolment of learners during the past three years in the primary school. The effect of this lower enrolment will also influence the enrolment of the primary school for the next five years and the secondary school for the following five years. No external influences were used in the forecast model.



**Fig. 14: Comparison between the performance in NUMERACY (MLA), MATHEMATICS (TIMSS-R) and the pass rate in MATHEMATICS (Grade 12 final exam) per province**



The Monitoring of Learners Achievement (MLA) project is a UNESCO/Department of Education project in which Literacy, Numeracy and Life Skills were tested at Grade 4 level in a national sample of 400 schools. The Third International Mathematics and Science Study - Repeat (TIMSS-R) was conducted on a national sample of 225 schools at Grade 8 level. The provinces with a good performance at Grade 4 level, performed also better in Mathematics in the higher grades. Effective primary school teaching seems to be an obvious prerequisite for better results later.

**ADDRESS APPENDIX****UNIVERSITY EDUCATION**

Medical University of Southern Africa, C/o MEDUNSA, 0204, (012) – 582844, E-mail: Erica@medunsa.ac.za

Randse Afrikaanse University, P O Box 524, AUCKLAND PARK, 2006, (011) – 4892911, Website: <http://www.rau.ac.za>

Rhodes University, P O Box 94, GRAHAMSTOWN, 6140, (046) – 6038217/104, Website: <http://www.ru.ac.za>

University of Cape Town, P/Bag, RONDEBOSCH, 7701, (021) – 6502822, Website: <http://www.uct.ac.za>

University of Durban Westville, P/Bag X54001, DURBAN, 4001, (031) – 2044253, Website: <http://www.udw.ac.za>

University of Fort Hare, P/Bag X134, ALICE, 5700, (040) – 6022011, Website: <http://www.ufh.ac.za>

University of Natal, P O Box 375, PIETERMARITZBURG, 4041, (031) – 2605212, Website: <http://www.un.ac.za>

University of North West, P/Bag X20466, MAFIKENG, 8670, (0140) -2575

University of Port Elizabeth, P O Box 1600, PORT ELIZABETH, 6000, (041) – 5042572, Website: <http://www.upe.ac.za>

University of Potchefstroom, Private Bag x6001, POTCHEFSTROOM, 2520, (018) – 2992769, Website: <http://www.puk.ac.za>

University of Pretoria, Brooklyn, PRETORIA, 0002, (012) – 4204111, Website: <http://www.up.ac.za>

University of South Africa, P O Box 392, PRETORIA, 0003, (012) – 4293111, Website: <http://www.unisa.ac.za>

University of Stellenbosch, Private Bag X1, MATIELAND, 7602, (021) – 8084628, Website: <http://www.sun.ac.za>

University of the North, (QwaQwa branch), P/Bag X13, PHUTHADITJHABA, 9666 (058) - 7130211

University of the North, P/Bag X1106, SOVENGA, 0727, (015) - 2682121

University of the Orange Free State, P O Box 339, BLOEMFONTEIN, 9300, (051) – 4019111, Website: [www.uofo.ac.za](http://www.uofo.ac.za)

University of the Western Cape, P/Bag X17, BELLVILLE, 7530, (021) – 9592115, Website: <http://www.uwc.ac.za>

University of the Witwatersrand, Private Bag 3, WITS, 2050, (011) – 7171111, Website: <http://www.wits.ac.za>

University of Transkei, P/Bag X1, UMTATA, 5100, (047) – 5022744, Website: [www.ulr.ac.za](http://www.ulr.ac.za)

University of Venda, P/Bag X5050, THOHYANDOU, 0950, (015) – 9628000, Website: <http://www.univen.ac.za>

University of Zululand, P/Bag X1001, KWA-DLANGEZWA, 3886, (0351) – 939111, Website: [www.uzulu.ac.za](http://www.uzulu.ac.za)

Vista University, P/Bag X634, PRETORIA, 0001, (012) – 424034, Website: <http://www.vista.ac.za>

**TECHNIKON EDUCATION**

Cape Technikon, P O Box 652, CAPE TOWN, 8000, (021) – 4603241, Website: [www.cleth.ac.za](http://www.cleth.ac.za)

M L Sultan Technikon, P O Box 1334, DURBAN, 4000, (031) - 3085111

Mangosuthu Technikon, P O Box 12363, JACOBS, 4026, (031) - 9077111

Natal Technikon, P O Box 953, DURBAN, 4000, (031) – 2042111, Website: <http://www.ntech.ac.za>

Technikon Northern Gauteng, Private Bag X76, PRETORIA NORTH 0116, (012) – 7999000, Website: <http://www.int.ac.za>

Peninsula Technikon, P O Box 1906, BELLVILLE, 7535, (021) – 9596911, Website: <http://www.pentech.ac.za>

Port Elizabeth Technikon, Private Bag X6011, PORT ELIZABETH, 6000, (041) – 5043911, Website: <http://www.petech.ac.za>

Technikon OFS, Private Bag X20539, BLOEMFONTEIN, 9300, (051) - 5073271, Website: [www.lofs.ac.za](http://www.lofs.ac.za)

Technikon Pretoria, Private Bag X680, PRETORIA, 0001, (012) – 3185762, Website: [www.infooffice.techpla.ac.za](http://www.infooffice.techpla.ac.za)

TECHNIKON RSA, Private Bag X6, FLORIDA, 1710, (011) – 4713500, Website: <http://www.irsa.ac.za>

Technikon Witwatersrand, P O Box 17011, DOORNFONTEIN, 2028, (011) – 4062220/1, Website: [www.twr.ac.za](http://www.twr.ac.za)

Vaal Triangle Technikon, Private Bag X021, VANDERBIJLPARK, 1900, (016) – 9509000, Website: [www.tritek.ac.za](http://www.tritek.ac.za)

Eastern Cape Technikon, Private Bag X13182, BUTTERWORTH, 4960, (0474) – 4012000, Website: <http://www.ektech.ac.za>

Border Technikon, Private Bag 1421, 00S LONDON, 5200, (043) – 7085200, Website: <http://www.bortech.ac.za>

Technikon North West, Private Bag X31, ROSSLYN, 0200, (012) – 5210530

**DEPARTMENTS OF EDUCATION**

Eastern Cape Department of Education, Private Bag X0032, Bisho, 5608

Free State Department of Education, Private Bag X20565, Bloemfontein, 9300

Gauteng Department of Education, P O Box 7710, Johannesburg, 2000

KwaZulu-Natal Department of Education, P O Box 463, Melmoth, 3835

Mpumalanga Department of Education, Private Bag X1855, Middleburg, 1050

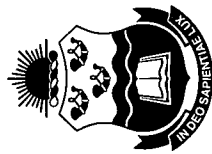
National Department of Education, Private Bag X895, Pretoria, 0001

North West Department of Education, Private Bag X2044, Mmabatho 2735

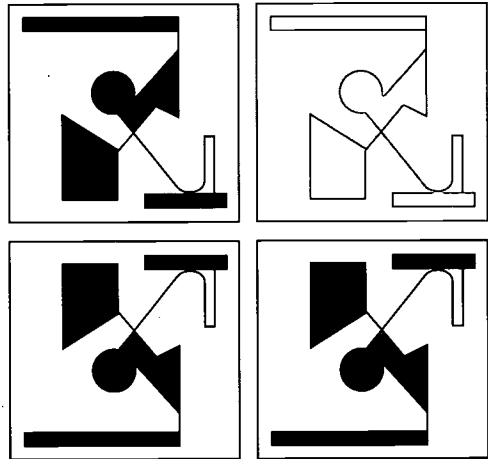
Northern Cape Department of Education, Private Bag X5020, Kimberley, 8301

Northern Province Department of Education, Private Bag X9489, Pietersburg, 0700

Western Cape Department of Education, Private Bag X9114, Cape Town, 8000



THE UNIVERSITY OF THE FREE STATE





**U.S. Department of Education**  
Office of Educational Research and Improvement (OERI)  
National Library of Education (NLE)  
Educational Resources Information Center (ERIC)



## **NOTICE**

### **Reproduction Basis**



This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").